



**Professional Alliance for Development**

**(PADet)**

**Annual Report 2019**

***January 2020***

***Addis Ababa***

## Table of Contents

1. Executive Summary-----	2
2. Physical Plan vs. Accomplishment-----	3
3. Final Plan vs. Accomplishment by Thematic areas-----	13
4. Final plan vs. Accomplishment by Project-----	13
5. Project Outcomes by Objectives-----	13
4.1 Specific Objective One-----	14
4.2 Specific Objective Two-----	26
4.3 Specific Objective Three-----	29
4.4 Specific Objective Four-----	40
4.5 Specific Objective Five-----	43
4.6 Specific Objective Six-----	50
4.7 Specific Objective Seven-----	56
4.8 Specific Objective Eight-----	58
5. Major Challenges-----	62
6. Measures Taken-----	63
7. Lesson Learnt-----	64
8. Success Stories-----	65
8.1 Success story one-----	65
8.2 Success story Two-----	66
8.3 Success story Three-----	67
8.4 Success story Four-----	68
8.5 Success story Five-----	69
8.6 Success story Five-----	70

## **Executive Summary**

During the past year tremendous achievements were recorded across all PADet's programs and projects. Community-based activities and outcomes are improving and meeting project specific objectives and deliverables. Hence, this report pinpointed the physical plan and achievements reached based on thematic areas and projects.

PADet has prioritized its developmental thematic areas and strive to get what has been identified in its vision, mission statements and objectives. To this end, the annual report prudently benchmarks the plan aligned to the achievement of each projects with the thematic and project budget utilization to date.

Additionally, project activities are listed in detail in later pages of the report and project outputs and effects are summarized in each specific objective.

The report also addresses the challenges each project encounters and thoroughly identifies counter measures for these bottlenecks.

The main lessons learned are given serious concern to maximize efforts and use resources effectively and efficiently. In this regard management and project staff need to reconsider the best lessons for organizational learning and effective decision making.

Major success stories (most significant changes) and best practices are included in this report also need to be scaled up and expanded to other sites in compliance with specific projects and donor interests.

## Professional Alliance for Development

### Board and Management Report Prepared by the Thematic Managers

Reporting period: *January-December 2019 (Annual Report)*

#### 1: Physical Plan VS Accomplishment

**Table 1**

No	Specify description of thematic objective and specific objective	Targets of the year	Achievement of the year	Disability status	Male	Female	Total
<b>1</b>	<b>YENE RAEY Project</b>						
	<b>Outcome 1: Adolescent girls and boys increasingly adopt knowledge, attitudes and behaviors needed to make autonomous and healthy decisions to realize their SRH</b>						
1.1	Organize training for girls and boys on GBV & HTPs to support empowerment	40	119	110	804	981	<b>1785</b>
1.2	Provide (ToT) to selected school club leaders (both boys and girls) who will deploy attained knowledge & skills through peer education and school mini-media dissemination.	80	55	110	372	453	<b>825</b>
1.3	Strengthening in school girls clubs to promote gender equality including mini-media support materials	20	30	110	10,725	8,775	<b>19500</b>
1.4	Support Girls Champions on Sexual Reproductive Health Rights to attend events and/or share experiences	6	230	--	--	230	<b>230</b>
1.5	Support girls-led actions and structures against GBV & HTP in project targeted schools	1	1	--	--	77	<b>77</b>
1.6	Organize and Strengthen girls clubs and promote their participation through sporting events	1	4	49	--	10,725	<b>10725</b>
1.7	Organize and strengthen girls and boys peer-to-peer dialogue	10	34	110	1,607	1,963	<b>3570</b>
1.8	Promote MHM to ensure girls' SRH rights with IEC /BCC materials	10	1425	110	10,845	11,255	<b>22100</b>
1.9	Provide training by using existing MHM manual to support girls SRH services	36	30	110	2,657	12,379	<b>15036</b>
1.10	Provision of materials to produce localized dignity kits	4	30	49	--	12,379	<b>12379</b>
<b>2</b>	<b>Outcome 2: Parents, traditional and religious leaders and other community members increasingly adopt knowledge, attitudes and behaviors that value girls equally, condemn problem against girls and enable better economic and social support for them</b>						
2.1	Conducting workshops to community & religious leaders on girls rights and SRH services	<b>60</b>	<b>94</b>	-	4,230	4,018	<b>8248</b>

2.2	Strengthen referral system/ coordination mechanisms at Kebele level with CBOs for realization of girls opportunities/rights including support material	20	30	49	--	9,563	9563
2.3	Provide training on SRH services access, GVB & HTPs impacts for boys & girls ,and men & women	60	82	110	1,772	1918	3690
2.4	Provide training on SRH services access, information & referral linkages for partners of girls	30	96	110	2,074	2,246	4320
2.5	Provide training for parents on positive parenting skills	30	73	12	203	235	438
2.6	Raise awareness and promote community-led actions through continuous and structured Community Conversation and intergenerational dialogue processes including support stationery materials	112	112	110	7,712	7,258	14970
2.7	Support engagement for boys and men against GBV &HTPs and SRH services	10	18	77	5,744	5,979	11723
2.8	Support the district to establish district-level youth centre promoting quality ASRH services	1	1	-	32	---	32
2.9	Provide awareness creation on disability for boys & girls ,and men & women	27	108	110	8,505	7,726	16231
2.10	Support community activist group/change agents (CCC, committee) that involve traditional and religious leaders and elders network with woreda	5	30	110	5105	4980	10085
2.11	Support vulnerable boys and adolescent girls in individual & group IGAs	50	303	110	123	180	303
2.12	Strengthen VSLG and provide orientation and training to incorporate issues such as SRH services ,GBV & HTPs prevention	5	13		---	62	62
3	<b>Outcome 3: Civil society actors are</b>						

	<b>increasingly engaged and mobilize others for gender equality and realization of adolescent's SRH rights</b>						
3.1	Organize discussion forums for CSO's on Gender equality and gender transformative approach	30	98	12	247	249	<b>496</b>
3.2	Provide awareness creation on disability for government bodies and community members	30	37		34	3	<b>37</b>
3.3	Support to strengthen district level multi-stakeholder networking among different structures, CSOs, CBOs and government sectors	1	1	11	135	110	<b>245</b>
3.4	Support national and international days (Day of the African child, Disability Day ...etc)	1	1	110	9,555	9,945	<b>19500</b>
3.5	Providing capacity building trainings for CSOs on advocacy skills and lobbying	25	61	4	--	1,830	<b>1830</b>
4	<b>Outcome 4: Government duty bearers improved policy implementation and quality service provision to realize adolescent's SRH</b>						
4.1	Providing capacity building training for state institutions leaders on their responsibilities and leadership roles for fulfillment of girls rights	30	43		31	12	<b>43</b>
4.2	Provide support and services for GBV survival based on their needs	1	1	29	--	19,890	<b>19890</b>
4.3	Build capacity and skills of HEWs and mid-wives on quality provision of SHR services and gender equality	30	56	110	10,832	10,241	<b>21073</b>
4.4	Organize Annual consultative meetings with a mix of stakeholders mainly at district to end child marriage, SRHR and GBV (77/M=56; F=21 participants)	1	1	110	10,832	10,241	<b>21073</b>
4.5	Support national and international days ( Day of the African child, Women's disability day,...etc.(74/F=34) participated in district level International child commemoration day	1	1	110	10,832	10,241	<b>21073</b>
4.6	Support the Government in undertaking evidence-based policy dialogue on girls rights	1	1		21	8	<b>29</b>
4.7	Promote child friendly laws and policies to the community through training (72/ F=27 participated in the training)	1	1	110	10,832	10,241	<b>21073</b>
4.8	Increase community awareness about the importance of Birth Registration through IEC/BCC materials (2,021 booklets published)	1	1	110	12,829	11,271	<b>24100</b>

2	<b>Safe migration project</b>						
1	<b>Reduce abuse and exploitation of domestic workers in the middle east countries by promotion of safer migration</b>						
1	Community conversation-participants	3000	3549		-	3549	<b>3549</b>
2	Peer to peer education participants	2500	3313		-	3313	<b>3313</b>
3	Vocational training BDS training for potential migrants	150	183		-	183	<b>183</b>
4	Vocational training for Overseas	150	243		-	243	<b>243</b>
5	Stake holders awareness training	240	259		197	62	<b>259</b>
6	Provide peer educators training for 5days	100	104		-	104	<b>104</b>
7	Provide Community conversation facilitators refresher training for 3days	50	52		-	52	<b>52</b>
8	Returnees facilitators as a change agent	25	28		-	28	<b>28</b>
9	Provide training for teachers about human trafficking and safe migration	66	71		16	55	<b>71</b>
10	Provide training for private agency and private TVT collage about safe migration and system change	3	3		37	32	<b>69</b>
11	Support TVTE collage	1	1		-	-	-
3	<b>USAID's Building the Potential of Youth Activity – POTENTIAL (Potential project)</b>						
3.1	Number of youths completing POTENTIAL program components	1423	1437		706	731	1437
3.2	Person hours of POTENTIAL program training completed	130,916	116,376		706	731	1437
3.3	Number of job placements for youth facilitated by POTENTIAL and Partner TTIs	8	3		3	-	3
3.4	Number of youths accessed work-based learning – Job Shadowing	482	1100		575	525	1100
3.5	Number of youths who receive technical training/Block grant/ Hard skill training	100	90		53	37	90

3.6	Number of youths who utilized coaching to search for employment	1747	2942		1551	1391	2942
3.7	Number of youths received mentorship support by volunteer mentors	944	1121		625	496	1121
3.8	Number of public-private partnerships formed as a result of POTENTIAL assistance	60	60		-	-	
3.9	Number of POTENTIAL TTIs Partners with improved Capacity to deliver training	5	5		-	-	
3.10	Number of youths receiving new employment, new self-employment or better employment	1066	1342		739	603	1342
<b>4</b>	<b>Improving quality of primary education in Argoba Woreda of Afar Region (PCF Project)</b>						
4.1	Mother tongue language workshop	53	58				
4.2	Organize training for child club/parliament/	10	10				
4.3	Provide training for teachers' application of Early Grade Reading Assessment, 2 <sup>nd</sup> round	10	14				
4.4	Provide training for Teachers application of active teaching learning method. 2 <sup>nd</sup> round	10	42				
4.5	Provide training for Teachers application of active teaching learning method. 2 <sup>nd</sup> round	50	53				
4.6	Provide training for school leadership application of school management, 2 <sup>nd</sup> round	4	4				
4.7	Conduct PTSA training	10	53				
4.8	Provide awareness of community to tackle early marriage	10	51				
4.9	Provide teachers refreshment training on active learning methods	10	41				
4.10	Provide training for guidance and counseling	10	20				
4.11	Provide training to create child-friendly environment	10	15				
4.12	Provide training to create activities women extension worker	10	20				
4.13	Provide training to create teaching aid	10	30				



	preparation and utilization						
4.14	Distribution of stationery material for target schools	10	10				
4.15	Purchase school furniture and stationery by PADet	10	10 schools				
4.16	Purchase school teaching aid material/ instrument by PADet	10	10 schools				
4.17	Purchase dictionaries for student Question and Answer reward by PADet /Gacheni office/	4	10 schools				
4.18	Conduct supportive supervision by PCF	6 schools	6 schools				
<b>5</b>	<b>Reduction of new HIV infections in Ethiopia by 60% which has been set by the government of Ethiopia. (MULU KEY Population Project)</b>						
5.1	BCC Reach	6670	6133	--	240	--	<b>240</b>
5.2	Total HTC service	5087	3397	--	--	160	<b>160</b>
5.3	Total positive identification	305	182	--	--	140	<b>140</b>
5.4	Total Linkage	305	163	--			
5.5	DIC Services	1440	1209	--			
5.6	ART	179	179	--			
5.7	HTC by ICT	1526	267	--	--	262	<b>262</b>
5.8	Pos by ICT	92	33	--	--	67	<b>67</b>
5.9	HTC by RDS	3561	3130	--			
5.10	Pos by RDS	213	149	--			
5.11	HIVST /HIV self-test	709	134	--			
5.12	PrEP	202	21				
5.13	Male Condom Distribution and Promotion	1064503	601219				
5.14	Female Condom Distribution	6857	6801				
5.15	Lubricant	4464	4763				
<b>6</b>	<b>Prevention of Risky Movement of Children in the Northern Ethiopia Corridor (TIDES Project)</b>						
	<b>Obj.1. To prevent the risky movement of children through training and working with</b>						

	<b>the media-focusing on children, youth and communities.</b>						
1	Conduct community educational campaigns on the adverse consequences of child trafficking	4	4				
2	Strengthen 8 mini-medias in the transport sector to convey relevant messages.	2	2				
3	Conduct consultative review program/ dialogues for selected members of key actors on program performance, collaboration and participation efforts every six months.	4	4				
	<b>Obj. 2. To enhance the capacity of school clubs and out of school groups to prevent the risky movement of children.</b>						
1	Initiate dialogue among children and school communities on the risky movement of children	260	270				
2	Strengthen school-based children clubs in their effort to prevent children on the move	6	6				
3	Provide orientation for adolescents /children working on street micro – business to serve as volunteers to prevent children from risky movement.	24	27				
4	Organize and facilitate dialogue among child protection and girls club members to work towards identifying and reporting children under risky movement	6	6				
5	Celebrate and promote the day of Africa child in collaboration with child protection and girls clubs	2	2				
	<b>Obj. 3. To support youth and adolescents involved in risky movement through economic strengthen schemes</b>						
1	Rescue and reunify children found in risky movement into their families and/or guardians through referrals.	64	58				
2	Provide short-term business training support including street toolkit business, business banking and mentorship for girls who become victims of risky movement.	15	15				
3	Provide IGA support for victim girls of the risky movement.	15	15	--			
4	Provide medical and counseling service for victim children using referral links.	8	6	--			

5	Strengthen existing temporary shelters in the corridor in collaboration with town police.	2	2	--			
6	Provide food and transportation service for rescued and abused children while on the move.	80	71	--			
7	Support school girls exposed to gender based violence while per-suing education in urban areas with some educational materials.	80	68				
	<b>Obj.4. To prevent the risky movement of children by enhancing the existing local structures.</b>						
1	Strengthen the referral link service supporting children, with Office of WCAO and community police	50	46				
2	Organize a learning workshop on local practices among partners along the northern Ethiopia corridor	1	1				
3	Strengthen Community Care coalition/CCC/ at Woreda and kebele level center	8	8				
<b>7</b>	<b>Improving access and quality education for 1200 vulnerable and never went to school children in 22 kebeles (ALFA CLASS Project)</b>						
<b>1</b>	<b>ALFA class</b>						
1.1	Recruit TOs and CM	3	3	-	1	2	3
1.2	Prepare furniture for 12 unfurnished rooms	12	8	-			
1.3	Verify the classroom in compliance with standard	25	25	-			
1.4	Prepare student package and class room material	25	25				
1.5	Facilitate registration of OOSC for ALFA and Child to Child students	750	750		436	314	750
1.6	Finalize the admission of children and start classes	750	750		436	314	750
1.7	Prepare and send Q1 report by 4 <sup>th</sup> week of October	1	1				
1.8	Cover the curriculum of 1 <sup>st</sup> phase by facilitator in two months	2	2				
1.9	Conduct 1 <sup>st</sup> phase final exam and begin 2 <sup>nd</sup> phase	1	1				
1.10	Prepare and send the quarter two report by 4 <sup>th</sup>	1	1				

	week of December and conduct refreshment training						
1.11	Cover curriculum of 2 <sup>nd</sup> phase in 4 months	2	1				
1.12	Weekly monitoring and evaluation of quality standards by TOs and supervisors	40	16				
2	<b>SELF HELP GROUP (SHG)</b>						
2.1	Establish saving and credit association of children mothers	25	25				
2.2	Roll out training on saving and credit to community-based saving groups	25	15				
2.3	Weekly meeting ,saving and bi-monthly training	8	2				
2.5	Provide business skill training for mothers	650	357		6	351	357
2.6	Members start saving (average of 10 birr per week at the start and it increases based on the group members decision)	650	357		6	351	357
2.7	Members continue saving	650	357		6	351	357
3	<b>PRE-SCHOOL</b>						
3.1	Prepare child-to-child educational materials	200	200		115	85	200
3.2	Recruit child-to-child young facilitator and provide training for one day including trainer	40	40				
3.3	Arrange class rooms	40	40				
3.4	Start Classes	40	20				
3.5	Continue covering the program	10	1				
3.6	Weekly monitoring and evaluation of quality standards by TOs	40	2				
4	<b>PRIMARY SCHOOL CAPACITY BUILDING</b>						
4.1	Training of linked school directors/teachers on POPCI	8	16		12	4	16
4.2	Primary school teachers training on learner centered method	80	84		68	16	84
4.3	Materials support for community practice	1	1				
4.4	Establishment of ECOP and orientation work shop for SC. Mgt	25	8		8	-	8
4.5	Continue weekly group discussion among primary school teachers	40	2				
4.6	Monitor the implementation weekly	40	2				
8	<b>To impact UNAIDS 90-90-90 goals and sustain the gains through strengthening community health and social service provision platform.</b>						

	<b>(CHCT Project)</b>						
1	ICT Referral	1339	1101				
2	ICT positives referrals	59	45				
3	HIV Self-Test	259	196				
4	HIV Self-Test Positives	10	6				
5	Care and Support	6400	1182				
6	Referral for care	363	68				
7	DSDM/CAG formation	96	64				
8	LTFUP	253	107				
9	CommCare Application utilization	1182	1182				
10	ES	10	10				
11	GBV	220	2				
12	Condom distribution	103,104	184,270				

## 2: -Finical Plan vs. Accomplishment by Thematic areas

Table 2

No	Specify description of thematic objective and specific objective	Total budget of the year	Budget expenditure of the year	Remark
1	Child Protection	2,791,625	2,821,733.59	
2	Migration (OAK+FF)	2,688,349.33	2,671,538.17	
3	Livelihood and food security (Potential + YEE)	10,500,661.11	7,052,053.30	
4	Education (ALFA+PCF)	1,578,9326.83	6,518,688.01	
5	HIV/AIDS (CHCT+PSI)	10,595,671	7,954,127.80	
6	Capacity Building(CCRDA+ESAP3+Unifrom+OBC)	790,221.56	674,176.34	
<b>Total</b>		<b>43,155,855</b>	<b>27,692,317.21</b>	

## 3. Finical plan vs. Accomplishment by project

Table 3

No	Description of projects	Total budget of the year	Budget expenditure of the year	Reason for Major Deviation
1	YENE RAEY	2,791,625	2,821,733.59	
2	Safe Migration	2,197,080.33	2,172,255.36	
3	POTENTIAL	6,525,622.11	5,928,866.39	
4	PCF	10,410,509.83	6,076,849.01	
5	TIDES (OAK)	491,269.00	499,282.81	
6	ALFA	5,378,817	4,418,39	Sululta site is added
7	CHCT	3,279,525	2,229,197.86	The budget and expenditure includes October-December 2019
8	MULU key Population	7,316,146	5,724,929.94	The budget and expenditure includes October-December 2019
9	YEE	3,975,039	1,123,186.91	Budget cut
10	CCRDA	51,551.90	51,551.90	
11	ESAP3	230,729.66	199,727.87	
12	Uniform Support to students at Sebeta	7,940.00	7,940.00	
13	Office Building Construction	500,000	414,956.57	
<b>Total</b>		<b>43,155,855</b>	<b>27,692,317.21</b>	

### **3. Project Results /outcome level/ Narration**

**Specific object 1: Advancing children's wellbeing & Girls Empowerment through integrated program approach in the intervention area by 2021.**

***Outcome 1: Adolescent girls and boys increasingly adopt knowledge, attitudes and behaviors needed to make autonomous and healthy decisions to realize their SRHR***

#### **1.1 Organize training for girls and boys on GBV & HTPs to support girl's empowerment**

Training that stabilizes adolescents awareness on SRHR, GBV and HTPs was provided for selected adolescent girls and boys. No of trainees M=49, F=70 Total=119

#### **1.2 Provide (ToT) to selected school club leaders (both boys and girls) who will cascade attained knowledge & skills through Peer Education and school mini-media dissemination.**

Club leading system TOT training was provided for selected girls and boys school club leaders. During the training, boys and girls shared their practical experiences for their colleagues. No of trainees M=20 F= 35 Total=55

#### **1.3 Strengthening in-school girls clubs to promote gender equality including mini media materials support**

From the project long term's experience, school mini-media plays a vital role to promote gender equality and strengthening school girls clubs. Based on this, the project office provided school mini-media and stationery to strengthen girls clubs.

Different mini-media materials such as JEAPASS and other materials were provided for 30 school clubs at a cost of 60,003.00 birr

#### **1.4 Support Girls Champions on SRHR to attend events and/or share experiences**

Many girls and some boys shared their rich experiences to their colleagues on how to prepare local sanitary pads and pants and give care and support for girls experiencing sudden menstrual flow. Total no of participants on experience sharing were =230 (170) girls.

### **1.5 Support girls-led actions and structures against GBV & HTP in project targeted schools**

The main objective of Yene Raey project is to empower girls to be self-reliant and develop their confidence on gender equality. The project supports schools to strengthen different girl-led actions.

### **1.6 Strengthen girls clubs and promote their participation through sporting events**

One of the major outcomes of the project is empowering girls through different events and activities. Based on the project plan, the project office provided orientation to schools to prepare various sporting events such as running, volleyball and football competitions among girls; providing different sport wears for the winners at a cost of 28,848 birr. This included 3,650 girls in 32 schools.

### **1.7 Strengthen girls and boys peer-to-peer Dialogue**

Peer education or dialogue is the power house of the project activities and performances; and why the project office gives high emphasis for it. Many challenges are solved through school peer dialogues. We continue to strengthen school peer dialogues through refreshment training. There are 238 school peer dialogue groups, 238 facilitators, and 3570 participants in 34 schools i.e. each facilitator holds 15 members of which 2142 are adolescent girls.

### **1.8 Promote MHM to ensure girls' SRH rights with IEC /BCC materials**

IEC/BCC materials were prepared and distributed for school girls clubs in the form of a booklet that clearly explains what reproductive health and rights mean.

More than 1,425 booklets were distributed to 34 schools VSLG. 12,240 girls benefited from these materials.

### **1.9 Provide training by using existing MHM manual to support girls SRHR services.**

As teachers and girls told to us before the project entered the district, a sudden flow of menstruation in the school classroom was their biggest challenge. But now days this is not a problem as this project prepares them with sanitary pad and pants.

The key outcome of this project is empowering adolescent girls to prepare their own local sanitary pad and pant. Regarding menstruation, this allows for no adolescent girl to interrupt or dropout from their school-day. In the project budget year 30 females (10 female teachers and 20 adolescent girls) have been trained on how to prepare local reusable sanitary pad and pant. Within 34 schools



which are encompassed by the project, more than 5,100, adolescent girls can prepare their own local sanitary pad.



**Photo 1: girls preparing pants**

### **1.10 Provision of materials to produce localized dignity kits.**

To enable adolescent girls preparing their own reusable local sanitary pad and pants, the project office provided 34 schools with different raw materials that are used to prepare sanitary pad and pants at a cost of 49,041.44 birr.

**Outcome 2: Parents, traditional and religious leaders and other community members increasingly adopt knowledge, attitudes and behaviors that value girls equally, condemn problem against girls and enable better economic and social support for them**

### **2.1 Conducting workshops to Community & religious Leaders on girl's rights and SRH services**

Religious leaders, eddir leaders and other influential community representatives were participated on the work shop of girl's rights and SRHR services. During the work shop participants gave constructive ideas and suggestions on girl's issues. Most of participants were men and the numbers were:

- Total=94

- Iddir leaders=23
- Religious leaders=51
- Influential persons=19 ( 8 women)

## **2.2 Strengthen referral system/ Coordination mechanisms at Kebele level with CBOs for realization of girl's opportunities/ rights including material support**

Material support was provided to schools in order to strengthen coordination among kebele and schools and give attention to SRHR, HTPs and GBV. No of Supported schools were 34 and materials were printer paper, carbon, ball point pens, exercise books and log-books at a cost of 27,448.59 birr.

## **2.3 Provide training on SRH services access, GVB & HTPs impacts for boys & girls, and men & women**

Awareness raising training was provided for school-girls and boys and their parents on SRHR services, GBVs and HTPs and their negative impacts. The training mainly focuses on parents giving attention to their children, especially girls, on SRHR. During the training, children explain their ideas and perceptions for parents to give freedom for the children. Total participants: - M= 33 F=49; T=82 children (Total=28 M =12, F=16)



**Photo 2: SRH, GBV, HTPs training participants**

#### **2.4 Provide training on SRHR services access, information & referral linkages for girl's partners**

Training was provided on SRHR, GBV and HTPs for girls parents (men and women) on how to manage and guide their adolescent girls. No of participants= 66 (M=29, F=37)



**Photo 3: SRH, GBV, HTPs training children participants**

#### **2.5 Strengthen women support groups/associations and link to information access and SRH services.**

Women support groups in 24 kebeles were strengthened through technical training on how to get access SRHR services and saved from GVBs plus how to support school-girls. No of trainees of group leaders were 47.

#### **2.6 Provide training for parents on positive parenting skills**

From past experiences, better parenting skills training provides parents with knowledge of better parenting and how to take care of their children. The project office provided three days positive parenting skill training for parents. No of trainees were 73, (M=28, F=45).



**Photo 4: positive parenting training participants**

## **2.7 Raise awareness and promote community-led actions through continuous and structured Community Conversation and intergenerational dialogue processes including informative materials**

When the community discusses its different issues, it can find solutions for problems. Therefore, community conversations are one of the main mechanisms to alleviate obstacles of SRHR services, and negative impacts of GBV and HTPs. In order to proceed to community conversation, firstly all facilitators should take refresher training on how to facilitate the conversation. In the project kebeles there are 54 CC sites (two sites in each kebele) and 108 facilitators (two facilitators in each site). Based on the project plan, 3-days refresher training was provided for 30 kebele community conversation facilitators. No of facilitator trainees = 85 (M = 72, F = 13).

## **2.8 Support boys and men engagement against GBV & HTPs, and SRH services**

The project office developed boys and men engagement against GBV, HTPs and SRHR services through various awareness raising training programs. For instance, boys are engaging in local sanitary pad preparation while adolescent girls prepare their pads and pants. To strengthen boy's and men's engagement on SRHR services and other impacts, the project office facilitated discussion forums at schools level among boys on those issues.

No of school groups conducted discussion were 18, and participants in each school was 105 total participants in 18 schools=1,890 (boys=1,039).

## **2.9 Support the district to establish a youth centre to promote quality ASRH services**

There was never a youth centre at the district level before. So, the project office partnered with the district WCYA office to establish this centre. In total 62 (F=32) youths screened and the project office provided life skill and IGA trainings for three days. Finally DSTV materials and accessories with one-month package were offered for income generating purposes.



**Photo 5: training participants of youths**

## **2.10 Provide awareness creation on disability for boys & girls, and men & women**

Children with disabilities are neglected in the district. Because of this, most of disabled children do not have a chance at an education. To alleviate this bad practice, the project provided awareness creation training on what disability means, and how the community should give educational opportunities for these children. Hence, the project invited children with disabilities, and their parents, to take part in a three days constructive training program. Finally, the project made them engage in income generating activities and provided seed money for 74 (M=39, F=35) disabled children birr 433.08 for each by opening bank accounts. No of parent participants during awareness creation training were 108 (M=52, F=56); no of disabled children=48 (M=22, F=26).

**2.11 Support community activist group/change agents (CCC, committee) that involve traditional and religious leaders and elders network with Woreda.**

Community care coalition committee (3C) is strengthening at both Woreda and kebeles level to give support and protection to children and create conducive environment for SRHR services and against GBV and HTPs. Review and reflection meeting was held at kebele and woreda level twice in one year and 66 ( male=50, Female=16) committee members were involved in the meeting .

**2.12 Support vulnerable boys and adolescent girls in individual & group IGAs**

In the rural area the community does not have an experience in savings. To inform and empower poor families and their children on financial saving and how to generate income, our project office planned to provide seed money and opened saving account for 303 in school children (123 girls and 180 boys) in collaboration with the commercial bank of Ethiopia Addis Kidam branch to introduce and promote savings to both parents and the children themselves. The supported children and their parents have been given BBS training how to save money by the commercial bank of Ethiopia branch officials and those beneficiaries are engaging in various income generating activities, during their rest time, to cover education costs. Finally, 123 girls and 180 boys’ beneficiaries acknowledged and appreciated both organizations (the donor and the implementer) for their heartily supports. Each child has obtained an average birr 53490. Total supported birr is 162,074.00.



**Photo 6: IGA support**

### **2.13 Establish/Strengthen VSLG groups and provides orientation and training for them to incorporate issues such as SRH services, GBV & HTPs prevention**

Village saving and credit groups (VSLGs) are established in 27 kebeles which involve young women in various income generating activities and to exercise self help. Two days training was provided for 62 young women on how to engage in income generating activities and maximize their capital by their own interest.

These women are starting to save and the project office provided refreshment training for the group members to strengthen, as well as educate the community and this allows them to engage in SRHR services, and alleviate GBV and HTPs. These group members are in the age range of 18-24.

### **Outcome 3: Civil society actors are increasingly engaged and mobilize others for gender equality and realization of adolescent's SRH rights**

#### **3.1 Organize discussion forums for CSO's on gender equality and gender transformative approach**

The project office facilitated 2 days discussion forum for CBOs, and parents on gender equality, SRHR services, and negative impacts of GBV and HTPs. These participants gave their constructive suggestions and ideas and promised to stand aside the project goal to support SRHR services and get alleviate GBVs and HTPs impacts. No of participants =98, (M=48, F=50).

#### **3.2 Provide awareness creation on disability for government bodies and community members**

People with disability are disadvantaged comparing with none disabled persons and the community considered them as if they are doomed. Hence, providing awareness raising training is necessary to change the attitude of the community. Based on the project plan, awareness raising training was provided to community and government sector representatives including disabled persons. Participants were 37 (M=34, F=3).

#### **3.3 Support to strengthen district level multi-stakeholder networking among different structures, CSOs, CBOs and government sectors**

Networking among CSOs, FBOs, CBOs and government sectors were established in the past project period. But it is not strengthened due to some cases. In the new project period the

project office planned to strengthen net working in close discussion with the district officials. Based on the project plan, a meeting was conducted for two days on how to strengthen the bondage. Many points were raised and participants discussed on the raised points and finally decided to conduct quarterly review meetings. Participants were 49 (M=27, F=22)

### **3.4 Support national and international days (day of the African child, disability day ...etc)**

Since 1992, the International day of persons with disabilities (IDPD) has been annually celebrated on December 3 around the world. The theme for this 2019 IDPD is *'Promoting the participation of persons with disabilities and their leadership: taking action on the 2030 Development Agenda'*

The theme focuses on the empowerment of persons with disabilities for inclusive, equitable and sustainable development as envisaged in the 2030 Agenda for Sustainable Development, which pledges to 'leave no one behind' and recognizes disability as a cross-cutting issues, to be considered in the implementation of its 17 Sustainable Development Goals. Based on the project plan, this year commemoration day was celebrated at school level the project office support budget for celebration issues for 30 schools birr 34,351.

More than 19,500 (F---10,725) participated in this commemoration day. Of which 11,F=49 were disabled children.

### **3.5 Providing capacity building trainings for CSOs on advocacy skills and lobbying**

Capacitating on the advocacy skill of the CSOs plays a vital role to alleviate the inverse impacts of GBVs, HTPs and SRH rights of adolescent girls and youth women. Hence, the project provided capacity building 3 days training for 61 selected kebele women association leaders.

## **Outcome 4: Government duty bearers improved policy implementation and quality service provision to realize adolescent's SRH rights**

### **4.1 Providing capacity building trainings for state institutions leaders on their responsibilities and leadership roles for fulfillment of girls rights**

Project by nature has collaborative approach, if so we are working in collaboration with government stakeholders to have sense of ownership. Therefore, we provided leadership



training for 43 M—31; F—12) woreda government sector leaders including the district chief administrator to capacitate them to be efficient.

#### **4.2 Provide support and services for GBV survival based on their need**

The main problem of in school adolescent girls is local sanitary pad materials. As we get information from schools, children absent 30 to 50 days in a year from school because of menstrual flow. The project office cascaded need assessment at different general primary schools. Based on the beneficiaries need and recommendation, nine items of sanitary pad raw materials with a cost of birr **39,960.11** donated for 31 schools and we assumed that 2,564 adolescent girls ,204 female teachers and 1,069 out of school young mothers (3,837 beneficiaries) benefited from this donation.

#### **4.3 Build capacity and skills of HEWs, Mid-wives on quality provision of SHR services and gender equality**

In order to create coordination among schools and kebele health extension workers the project office facilitated 3 days capacity building training for 30 kebele HEWs. The training was provided by project officer. No of trainees / participants are 56. The training costs birr 47,116.24.

#### **4.3 Support national and international Days (Day of the African child, Women’s Day, disability day, etc).**

International people with disability is commemorating in every year. Based on this 2019 annual disability day was commemorated with of **“promoting the participation of persons with disabilities and their leadership: taking action on the 2030 Development Agenda”**

It was celebrated at woreda and schools level. At woreda level, participants== 74, M= 40, F= 34; Children representatives, 24, M=10, F=14

#### **4.4 Supporting the government in undertaking evidence based policy dialogue on girl’s rights**

The woreda government representatives participated on child rights and child policy dialogue that held at woreda level discussion forum. Participants 29 (M=21; F=8)

#### **4.5 Promote child friendly laws and policies to the community through w/s**

2 days training on international, national and regional laws including child right convention and African child right was provided for government sector representatives, local community leaders, children parents and children by woreda justice office head. Group discussion was conducted among participants and finally participants decided to alleviate child abuse and violence. Total trainees were 72 (M=45; F =27; children M=13; F=18 T=31)

#### **4.2.6 Increase community awareness about the importance of Birth Registration through IEC/BCC materials (2,021 booklets published)**

To create awareness on what vital registration means and its importance, 2021 booklets were prepared and published in collaboration with Amhara region **Vital Registration Agency** with a cost of 34,862 birr and the booklets are distributed to schools, the community and government sectors

#### **The main outcome of the current budget year**

- 5,205 in school girls have taken MHM training and can prepare their own sanitary pad and pants ;
- 1,069 out of school young women including lactating mothers have got sanitary pad preparation training by school girls clubs and can prepare their modes and pants;
- 204 female teachers have used local sanitary pads and pants i.e. they prefer using local pads and pants rather than imported ones;
- 2564 in school adolescent girls have used local sanitary pads and pants;
- 111 children with disabilities were engaged in IGA by using the earned seed money by the project and they are covering their education materials Besides this, the project supported different education materials particularly for those disadvantaged citizens;
- 85 adolescent girls saved from child marriage;
- 278(F==131) returned from child labor exploitation and continued their education;
- 812(F==461) children were provided seed money and engaged in different income generating activities to cover education expense ( became economically independent from their poor parents and guardians;
- Most of in school children have develop self reliance/ confidence; I.e. they can explain what they feel.
- Most of girl children started struggling for their rights including SRHR;
- Education quality becomes increasing and increasing;
- In school children become more disciplined than before the project interred to the schools

## **Specific objective 2: - Reduce abuse and exploitation of domestic workers in the Middle Eastern countries**

**Component 1: Generate improved understanding and practice of safer migration amongst source communities.**

### **1.1. Peer session and Community conversation facilitators' recruitment and training conducted.**

In order to prevent unsafe migration, providing awareness to the community through peer education and community conversation are among the methodologies to be undertaken in the targeted project areas. By taking this idea into consideration the program has designed strategy to select and provide intensive training for community conversation and peer to peer facilitators. To make effective this project goal, target potential migrants organized in to community conversation and peer groups and carried out tailored small group peer and community conversation session. For this regard, CC facilitators and peer educators were recruited based on the criteria availed. The selection process had been carried out in collaboration with kebeles and sub-cities technical working groups at each respective town.

To strengthen their capacity, refresher training was provided to 52 CC facilitators and 104 peer leaders by project staff and other government office training focal persons, who have TOT on prevention of unsafe migration and Promotion of safer migration by IOM and FF for Five consecutive days. The project used the training manual developed by FF partners.

### **1.2 Peer to peer and Community conversation session conducted**

Practices of illegal migration, lack of information about destination countries, false information of illegal brokers, family and peer pressure are the major risky behaviors of most females' and girls potential migrants which fueled the practices of unsafe migration. To reduce those unwanted and risky behaviors among target groups, various awareness creation interventions were designed and employed small group for peer to peer potential migrants and Community conversation at community levels. Among which community conversation and peer education session cascading is the key intervention approach for ensuring beneficiaries (potential migrants) active participation and involvement for the prevention aspects of unsafe migration. The project reached a total of 3549 females' potential migrants through community

conversation, 3313 girls through peer educations and 587 females' potential migrants through Life skill training by volunteer's returnees facilitators. Among the CC and education sessions participants, about 479 females were returnees from the Middle East countries.

All peer leaders and CC facilitators were conducted their session with required standards and schedule. The session mainly aimed and designed to bring about continual behavioral change through knowledge enhancement that leads to positive attitudinal change and practicing of safe migration and prevents the unsafe ones.

At kalu woreda and Dessie after completed the community conversation sessions, 124 potential migrant females canceled illegal journey to Saudi Arabia. These females said that "based on the broker information we prepared passport and other materials before came to the community conversation session. Now we have got information about unsafe migration and the challenges of the illegal journey. We don't travel by illegal brokers. Now the migrants got home and got management and care giving training from Dessie TVET and passed COC and registered at legal Agency to travel Saud Arabia.

To track the progress of each peer educator and CC facilitators, regular review meetings were conducted on monthly bases. During the session each peer educator and CC facilitators presented their report including total number of their respective participants, number of session conducted and challenges faced within the month. The meeting was mainly facilitated by community outreach workers. So that, it creates an opportunity to know the status of program activity at the community levels and to forward directions for further improvement of the future planned activities

### **1.3 Organize small group discussions to aware potential migrants about life skills and other issues by using experienced returnees**

The project planned to enhance the communication and life skills of potential migrants in the area by using returnees to share their life experiences. Towards this end, about nine returnees selected carefully and shared their experiences to 1159 females' potential migrants; among the participants' 679 females were involved in community conversation sessions. The message transferred by the returnees focused on the consequences of illegal migration. Beyond to this, they advised attendants by comparing their situation with similar other countries migrants.

Since most of Ethiopians lack adequate skills and language to communicate with the employers and to use household equipment, getting intensive vocational training and others criteria of travel legally is a must.

### **Component 2: Develop and improve economic alternatives for increased prevention and recovery**

Besides to other social and cultural reasons for females to exercise unsafe migration, there are also economic reasons to aggravate their migration to Middle East countries.

The project has organized vocational training for 426 potential migrants' /females/ in collaboration of with W/o Siheen polytechnic colleges.

Among the participants 183 females trained business skill, and 243 train Vocational training for overseas employment.

### **Component 3: Strengthen the capacity of civil society organizations to operate and influence systems to better prevent unsafe migration and empower migrant workers.**

#### **3.1 Sectors strengthening**

As part of capacity building component, the prevention of unsafe migration and promotion of safer migration program give due emphasis to community based structures and organizations for the effective and sustainability of the program result. In this regard, there were various attempts to work in collaboration and strengthening of Labor and social affair office, Education office and women and children affair office, TVET office and other CBO members at all project intervention towns. A total of 259 (197 males) stake holders provided with 3-5 days intensive training on unsafe migration prevention and practices of safer migration.

### **Summary of Project Successes /outcome/**

- Almost in all target schools the students themselves and the school community were committed to prevent unsafe migration and practice safe migration
- After awareness creation made through various IECs with students and their parents on illegal migration, there is a great improvement including other issues.
- At kalu woreda and Dessie city administration after completed the community conversation session, 17 potential migrant females canceled illegal journey to Saudi Arabia by illegal broker. The females said that based on the broker information they prepared passport and other materials before came to the community conversation

sessions. Now they have got information about unsafe migration travel and the challenges of the illegal travel. All of them said that they do not want to travel by illegal brokers. In the future when the government starting the legal journey, they can go to Saudi Arabia legally by fulfilling the criteria of the abroad works.

### **Specific objective 3: - USAID's Building the Potential of Youth Activity - POTENTIAL**

**Intermediate Result 1: Rigorous evidence base developed to inform USAID and its development partners, including youth, GOE, and NGOs on appropriate, effective and sustainable market driven youth workforce development intervention**

#### **1.1 Target Selection, registration and data recording**

A total of 1628/829-F youths were selected and approved as a beneficiary of POTENTIAL activity in the reporting year. The process was conducted by kebele stakeholders (Members of YES Counsel) with the technical support of YFs, Woreda officers and Woreda Women, Children and Youth Affairs Office.

After the selection committees identify new beneficiaries in each kebele, YES-C members and other concerned government officials at kebele and woreda level plays a vital role in approving either the selection process were cascaded accordingly the selection criteria or not. In addition to these; selected community members, youth facilitators and woreda officers are also verified the newly selected youth`s to make sure youths are selected following the proper selection criteria.

***Intermediate Result 2: Improved youth access to market relevant skills, experiences to support the transition to safe and viable employment***

#### **2.1 Provision of Soft skill trainings**

1437/731-F youths in the year has completed POTENTIAL training components. PYD provided for 1437/731-F WRN for 1425/726-F and BYOB for 717/329-F youths.

Before delivering the training Youth Facilitators are prepared training plans for their respective area. As usual the trainings were provided for 13 Days to WRN and 5 days for other training types covering 4 hours per day. Since the training was a vehicle for youth's employment

pathway, their feelings and reflections towards the training was positive. Some of the reflections of young boys and girls are indicated as follows:

- ✓ Became visionaries and committed to engage in business.
- ✓ Participants abled to identify their weakness and strengths which was instrumental to correct their weaknesses and further strengthen their strengths.
- ✓ They abled to know about their individual unique talents which they didn't realized before.
- ✓ Able to identify the nearby potential resources in their community and used it as an input for their employment creation.

## **2.2 Hard Skill Training**

To respond to unemployed and underemployed youth's capacity needs, USAIDs building the potential of youth activity has providing hard skill training as a strategy. In the reporting year technical/hard skill training are provided on; Tailoring, Women and men hair dressing and cosmetology, electronics maintenance, Animal fattening, furniture making, ICT and poultry production for 90/37-F youths. The training was provided by Technic, Vocational, and Education Training College (TVET) and private technical training institutions. The collage assigned qualified instructors who are capable of giving the training effectively. The training helps youths to acquire basic skills and knowledge to launch their own business and to be hired in private institutions.

## 2.3 Coaching and mentoring

### ✓ Coaching

To strengthening youth in order to move forward to bring visible changes in their future life (especially in their business pathway) Youth Facilitators, Woreda Officers and Volunteer Role Model Mentors are providing continuous follow up and advices for them. It is very crucial for them to solve problems which are beyond their capacity and that require interference by external professionals/experienced personals that are already learning many things from their life experience. Hence, the field team have been played vital role to avoid certain work related challenges/problems by advising them in stating their practical experience on the business areas. As a result 2942/1391-F youths were received coaching service by YFs and Woreda officers. Out of them 1540/762-F youths accessed individual coaching and 1402/629-F was accessed group coaching.



**Photo 1: Group Coaching**

### ✓ Mentoring

139/47-F new mentor were trained on youth business mentorship service in the six project woredas by trained project officers in the year. Mentoring service is done by volunteer role



models who have work related experience in some business areas. This service enabled trained youths to discuss their issue with their role model in the community.

In the reporting year a total of 1121/496-F youths receive mentoring. For better communication and reporting, to discuss challenges and best achievements in mentorship process and to make the future relationship between mentors good and excellent a one day Mentor workshop was conducted in each woredas involving active mentors who provide support for youth.

## **2.4 Work Based Learning (WBL)**

### **✓ Job Shadowing**

A total of 1100/525-F youths had accessed job shadowing service at nearby model businesses. The major business areas that youths visited were on seedling production and nursery preparation, animal fattening, wood work, furniture making, shopping, vegetable gardening, electronic maintenance, women's and men's beauty salon and tailoring. The activity enables trained youths to be energetic to have work exposure.

### **✓ Apprenticeship**

Apprenticeship is the other part of WBL which aims to empower youths in skill transfer and work experience. As a result, 33(16-F) youths access apprenticeship service in this reporting year on tailoring, hair dressing, and furniture making fields for 10 days each. During their stay youths acquire basic skills and know real work place situations. They also have hands on experience to engage in business as a result of their apprenticeship.

**Intermediate Result 3: Coordinated delivery among local institutions of quality market driven services connecting underserved youth especially women to employment and income opportunities.**

## **3.1 Youth Empowerment Services (YES)**

The community (Youths) received cost-effective training, coaching, counseling and other services which address and improve their social, technical and business skills in their transition

to better livelihood by the established YES Centers. A total of 3901 /1415-F youths are received different services in 5 established YES centers of the project.

For sustainable use of YES-centers government partners continues to run, oversee and hand over the overall YES Center administration. Some Woreda Women, Children and Youth Affairs office also continue to strengthening the center by fulfilling necessary materials and deploy YES center facilitator. But in other some woredas the government does not still show its commitment to take over and administer the centers due to different reasons. Lack of budget for facilitators' fee was their prime reason.

### **3.2 Youth Economic and Social Council (YES-C)**

Youth Economic and Social Council-YESC which is formed in a voluntary basis has strongly support and advocate youth for economic and social development. The council is composed of relevant government sectors, private sectors, CBOs, community members and youth representatives.

### **3.3 Youth Economic and Social Group (YES-G) formation**

YESG is a group of individual youths established by youth themselves in voluntary basis to improve their social and economic aspects. 49 YES-Gs having a total of 801/393-F members were organized. 107,965 ETB had been saved in group account which can be used for startup capital for group members. Some YES-Gs are also organized and they are on the verge of involve in productive IGAs in group by taking revolving fund from government. They are also strongly discussed on different business related issues with in their respective groups meeting sessions.

### **3.3 Youth Employment Status**

In the reporting year many youths engaged in various employment types by the support of POTENTIAL and active involvement of stakeholders. In Amhara Region MFI and families are playing a significant role in accessing financial support. Youths who accomplish Potential training components were struggling to be employed in self and wage employment and also to upgrade their low employment status to better with their full effort and project staffs continues coaching.

To this end a total of 1342/603-F youths get new employment opportunity and improved their previous job. Out of the total employment 860/392-F youths are self-employed; 314/139-F youths are wage employed the rest 168/72-F youths are better employed/improved. All the stated youths has successfully started their journey in business.

Own saving and Family support is the prime source of youths for startup capital to engage in business and the government also starts to show its commitment by providing loan access for some youths who are ready to work in group with a special focus. Support from family also increased from time to time due to the effort of the project in community mobilization.

On the other hand a total of 426 (142-F) youths start to repay their loan. This shows that the program has significant impact on the attitudes of youths regarding loan and its management. The project staff plays a pivotal role in loan repayment process through coaching.



**Photo 2: youths engaging on small business**

### **3.4 Capacity building**

Training of Trainers on POTENTIAL Training components (Work Ready Now, BYoB, Coaching and Youth Business Mentoring) were provided for government partner staffs for scaling up the project. The trainers are from Different Zones and 14 Woredas of Amhara Region Women, Children and Youth Affair offices. The training was provided by EDC for 6 consecutive days at Bahir Dar and 30(4-F) personnel's are participated.

## **4. Integration of crosscutting issues and USAID forward priorities**

### **4.1 Events organized by the project**

#### **4.1.1 Trade Fair**

The event aims to create market opportunities and to link youths with local market situations. Most of the time, the event was conducted in collaboration with Woreda Technic Vocational Enterprise Development Office. In this reporting year three trade fair events was organized at Debub Achefer, Semen Achefer and Dera Woredas.

The event was organized in close collaboration with Woreda TVEDO involving selected target youths, inviting Major government stakeholders, parents and newly graduate youths from potential soft skill and hard skill from TVET. During the event 15 (7-F) youths from POTENTIAL attended and sell their products and promote services. Youths who accomplish Potential and hard skill currently, but not start their job get a chance to learn from the experience of others. Government partners also promised to support youths to be successful in their employment path way. A total of 117/38-F model enterprises participated at the event and share their experience for project participants.

#### **4.1.2 Gender equality and women's empowerment**

Gender integration is the central part of this project in every activity including trainings and other services provided for youths. In doing this all field staffs and other supportive stakeholders, including selection committees at kebele level are work with great focus and attention for gender equality and women empowerment. This achievement reveals that the proper implementation of gender sensitive guidelines and approaches tries to ensure gender equality and women empowerment in all implemented activities.

## **5. Sustainability Mechanisms**

The active involvement of Stakeholders in project implementation activities like selection, follow-up and monitoring, provision of market place and continues soft and hard skill training also shows their sense of ownership and its sustainability. This type of involvement paves a way to have strong network and this leads all party becomes responsible to sustain the

project by developing sense of ownership since they know overall project objectives and implemented activities.

Government partners also take ToT for scale up the project. All are from women children and youth affair office and most of them began to provide the training for youths in their respective woredas. The community mobilization event organized at different kebeles involving all community members also pave a way for parents to contribute a lot for the success of the project. Youth's means of startup increased from time to time by the strong participation and involvement of parents and community leaders.

We are also work with different public private partners to make them part of the project. Their ownership becomes improved and they also contribute a lot by providing technical training, work experience and exposure and equipment. Generally the program follows a community based intervention approaches. Woreda level youth and sport office takes a leading role in YES-Hub administration and follow up and they are involved in every implementation activities. These help them to simply take over and sustain the project. The involvement and engagement of all actors at kebele level will grow program support for activities early and create an enabling and supportive environment that contributes to support youth aspirations and promote their education, training and employment endeavors for the next several years.

## **6. Monitoring and Evaluation Activities**

Commonly, monitoring and follow up activities were done by the Regional Program Coordinator and MEAL Officer for all project implementation Woredas. In this reporting period different monitoring activities were done at coordination office level and donor level. Target monitoring, stakeholder monitoring, monitoring of trainings provided for youths, community mobilization and documentation of project activities were the major ones.

Unlike other reporting periods, in this year we conducted field level monitoring together with key stakeholders. This joint monitoring mainly focus on to assess the project performance and progress made towards achieving objectives as well as documenting lessons learnt for future

scale up. The joint monitoring also assesses the level of stakeholder's involvement and their readiness to scale up the project after project termination.

The other M&E activities conducted in this reporting year is outcome survey. The survey was conducted at Bahir Dar Zuria and Jawi Woreda by covering 8 kebeles. The tools employed for data collection were individual interview, FGD and KII. After data cleaning is done all individual interviews were submitted in soft copy.

Woreda level review meetings were cascaded as part of project learning and future planning. The meetings were held in all intervention woredas by the full participation of stakeholders and community members.

In the reporting year government end line evaluation was conducted at 4 intervention kebele. The evaluators were Amhara Region BoFEC, BoWCYA, and BoTVED and zonal representatives. The evaluation mainly focused on beneficiary interview and stakeholder interview. The final government evaluation report was distributed to concerned stakeholders. USAID also conducted end line evaluation by external consultants at Debu Achefer and Bahir Dar zuria woreda. The main data collection tools for this evaluation was FGD and document review (secondary data).

## **7. Regional Project Closeout/ Learning event**

In this reporting period we have conducted project close out event at regional level. The main purpose of the event was to present accomplished project activities and to handover project components for local government stakeholders. During the event, different stakeholders from region, zone, woreda and kebele representatives, project target youths and representatives from USAID, SCI, EDC and PADet HO were participated. Panel discussion lead by region BoWCYA Vice was cascaded to assure participants readiness to handover project activities after a deep presentation was conducted by SCI and PADet about the project and its accomplishment. In addition, short drama which shows the pathway of the project was presented.



**Photo 3: project close out participants**

<i>Type of Services</i>	<i>Number of participants</i>			<i>Remark</i>
	<b>M</b>	<b>F</b>		
Financial Support	11	9	20	ACSI
Employment Opportunity	3	0	3	Tana Beles Sugar Project, AWWCE,
Free Training Hall	711	712	1423	Public,
Job Shadowing	575	525	1100	Public/Private
Mentoring	625	496	1121	People
Technical skill Training with minimal cost	53	37	90	GYM TVET and TVET collages
Apparent ship	17	16	33	Private
Awareness (financial information)	78	21	99	Public , ACSI
Working Land	19	6	25	Kebele Land Administration
<b>Total</b>	<b>2092</b>	<b>1822</b>	<b>3914</b>	

**Table 1: summery of services**

<b>Source and amount of initial capital</b>				
<b>Source</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Amount</b>
MFI loan	19	9	28	2568249
YESG	32	35	67	57800
Own	312	227	539	1743945
Family support	158	182	340	2633465
<b>Total</b>	<b>445</b>	<b>380</b>	<b>825</b>	<b>7003459</b>

**Table 2: Source of startup capital for employment**



% of Females in some activities				
Soft Skill Trainings	Male	Female	Total	%F
Positive Youth Development (PYD)	706	731	1437	50.8
Work Ready Now (WRN)	699	726	1425	50.9
Be Your Own Boss (BOB)	388	329	717	46
Post Training Supports				
Coaching	1551	1391	2942	47.2
Mentoring	625	496	1121	44.2
WBL (Job Shadowing)	575	525	1100	46.7
YES-G Members	408	393	801	49
YES Service Users	2486	1415	3901	36.2
Employment status				
Self-employment	468	392	860	45.5
Wage employment	175	139	314	44.2
Better employment	96	72	168	42.8
Employment Total	739	603	1342	44.9

**Table 3: Women's participation in project activities**

### **Specific objective 4: -Improving Quality of primary Education in Argoba woreda of Afar Region**

#### **1. Improving school environment**

- School renovation work has been done at four primary schools.
- Library chair, shelves, table distributed to ten project schools.
- Different school hand tools purchased and distributed for project target schools
- Solar panel for seven schools and football, hand ball and net was distributed to 10 schools supported

- Create a child friendly environment by enabling the students develop and apply their by-laws, and establish harassment reporting and counselling service provision system
- 10 project target school equipped and furnished through provision of school furniture, supplementary books, school hand tools, stationeries', solar panel, hand ball with net & football.

## **2. Increasing community awareness on the importance of education.**

The goal of community awareness is to increase the community's knowledge of the available program and service offered. There to increase the awareness of community and enhance their active participation to improve quality of education PADet- PCF took the following actions:

- The awareness of community on child labor, early marriage and child right improved.
- Child abuse & child labor reduced.
- Works of integrations common understanding PTSA members enhanced.
- Enhance community ownership on education through participation in school matters
- Community council development training has been given for 41 (10 F) community representatives, with the intension to tackle early marriage (girl education, child right and labour and community mobilization.
- Organized and conducted one-day mother tongue work shop meeting at Woreda Level in order to develop Argobigna student text and story books. In the organized work shop, a total of at 56 (3F) participants from community and Government officials were participated. In addition, two researches presented on the Argobigna language from Amahara region of harbu argoba worda and PCF and PADet focal from head office level were participated.
- 53 (10F) PTSA members trained on regional guidelines to ensure their active participation and action taken improvement school program.

- Capacity building training has been given for 10 women extension workers and 10 elders women's on gender based violence's, girl education, child rights, child labour dropout rate and community mobilization.
- Different stationary materials supported for school girl clubs, child parliament,

### **3. Monitoring and evaluation.**

- Joint monitoring visit together with education office has been conducted on regularly basis.
- Project manager and two project education supervisors provided day to day technical supports for all targeted schools.
- In addition, to assess overall project progress and brought outcomes due to project implementation team from PADet-PCF head office organized conducted field visit and provided technical and administrative supports for project staffs at grass root level.

### **Summary of Project Successes /outcome/**

- Students setting arrangements become improved and more favourable peer group discussion created. In addition, teachers starting applying more than 20 active learning teaching methodology in class room.
- Students learning motivation and active participation become enhanced.
- Different clubs established and strengthen in training and materials.
- Voluntary tutorial classes for low performing students, facilitating question and answer contests, by strengthening the co-curricular activities and the school clubs.
- All project target schools planed and start applying active learning methodologies.
- System of school leadership, governance & student active participation enhanced
- 42 (26F) teachers trained and capacitated on student centre or active learning methodology to enhance student participation on ten target schools.
- 14 (7F) languages teachers capacitated by provided training on early grade reading assessment.
- Providing school management and gender responsive, child rights training for 4 male school principals

- Capacity building training has been given for 10 male civic and ethical education teachers on establishment & strengthening of child parliament clubs.
- 23/2F) teacher's trained teaching aid material preparation and proper utilization.
- Capacity building training has been given on child guidance and counselling for 20 teachers (8F) by professionals.

**Specific objective 5: - Reduction of new HIV infections in Ethiopia by 60% which has been set by the government of Ethiopia.**

**1. BCC Sessions /Peer educations interventions**

**1.1 Organize peer Education Trainings**

As part of behavioral change communication, target focused basic trainings has been cascaded at Sekota town .The trainings organized are listed as follows. The first project target group who took the five days of training was peer leaders of **FSWs** and this training has focused on the smart journey manual which will be used as a tool for attitudinal change for FSWs. The total attendants of the training were 90. The 2<sup>nd</sup> important activity realized in this reporting period is provision of trainings for high risk men/**HRM**/with the help of client guide manual. These parts of the community are considered as most at risk part of the community because they are direct clients of FSWs. Therefore this training has been cascaded with the central aim of raising awareness for these target groups of people about the possible ways of preventing HIV transmissions and /or STI infections. The number of people who are in attendance to the training is 183 in total. Another basic training organized in this period is training for peer leaders of out of school adolescent girls and young women /**OSAGW**/ and lasts for five days using the developed manual as a tool. In their stay in the training all contents of the manual that can be utilized during the small group session was covered and the number of participants who actively attend the training were 226. Besides the above trainings, **one to one** orientation and/ or training has also been provided and lasts for two days and given to 71 targeted participants using appropriate resource/manual.

**1.2 BCC Sessions /Peer educations interventions**

After successful completion of all required trainings, BCC sessions /small group sessions were organized as required. Peer educators work primarily with their social network among risk individuals. With this

regard, discussions were done with a new strategy to reach each HRM, female sex workers/FSWs/ and OSAGW with sessions. Based on this, 136 groups with 2734 participants of HRM were reached through minimum sessions of client session guide. Besides, 146 groups of FSW with 1461 participants of and 184 groups with 1838 participants of OSAGW were reached through minimum sessions using manuals developed for each respected target groups. In addition to this, 71 with 434 participants has successfully completed One 2 One minimum sessions using the developed manual.

## **2. Provide Bio-Medical Services**

### **2.1 Provide HTC Services:-**

Taking 90-90-90 goal in to consideration, MULU Key populations' project has given emphasis to HTC services to key and priority populations who are targets of the project. In this regard, HTC activity has been conducted and 3397 targeted people have known their status .Of these 1003 people, 182 people were found to be HIV reactive/positive and 163 (89.6%) of them are linked to ART and other related treatments.

### **2.2 Referral Linkages & Clinical services**

Health seeking behavior among project beneficiaries especially taking minimum packages of clinical services is expected from effective peer education sessions, and other community level interventions held. Accordingly, clients from peer sessions referred to public & private health service providers. With this regard, 3397 people gained HTS services and 182 of them or 5.36 % were found to be positive. Of these 3397 people 1209 were tested in fixed outlets /DICs/ and 65 positives are identified with 5.4% yield. Therefore the total number of target groups who take HIV/AIDS counseling & testing or HTC, STI, FP & other screening & counseling services were 3391 with 182 positives (5.4%). yield

### **2.3. DIC (drop-in-Center) Services**

Implementing HIV prevention programs for Kp & PP required appropriate strategies. Among those establishment and strengthen K&PPs friendly services in drop-in-center (DIC) is the top priority to strengthen both BCC, bio-medical and even structural intervention components. Therefore, integrated clinical services for sex workers and other vulnerable women were benefited.

In this reporting period, 1209 FSWs have got HTC service in Woldia, Sekota, Dessie & Kobo DIC. In addition, these 1209 FSWs have got TB & STI screening and family planning counseling services in

integrated manner. As the result of this, 65 (5.4%) HIV positive cases identified and all of them are linked to Woldia, Kobo, Dessie and Sekota DIC gov.ART health centers.

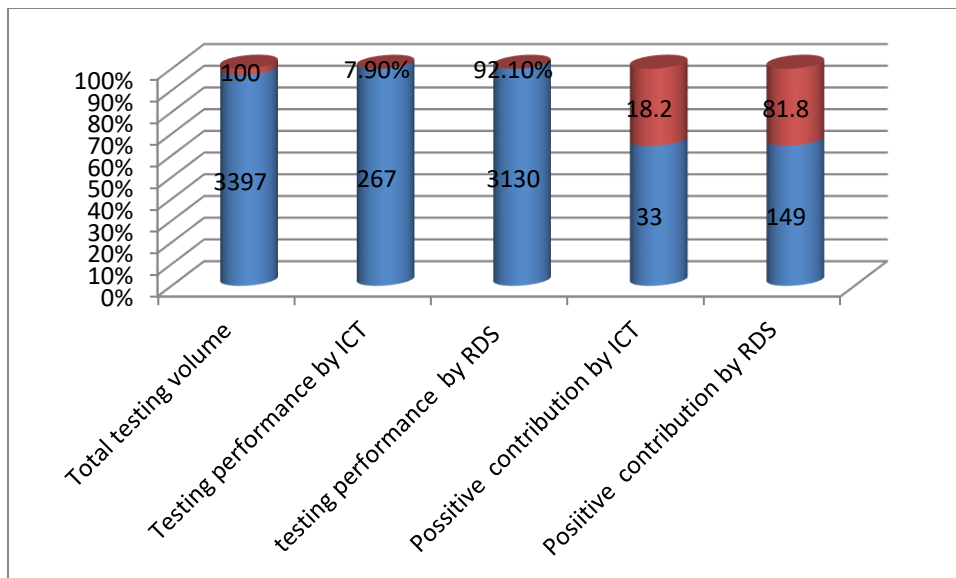
## 2.4 ART Related Activities

PADet as LIP has established ART DIC at woldia and Dessie town in collaboration with PSI aimed at providing integrated clinical services in addition to ART services. In these DIC centers a plenty of services designed and provided .Among the clinical services in the DIC, the followings are the major ones which includes HTC services, ART services, urine analysis, widal and wielflex test and other clinical practices. Therefore, in these ART site 374 positive clients have registered as ever started with 2 clients registered as pre-lost cases and 179 of them are currently on ART. Besides the clinical services, the DIC serves as area of recreation and sanitation for FSWs as the project provides all required sanitation materials and recreation equipment’s like TV, DVD and satellite Dish.

## 2.5 ICT based Performance and its Contribution to case Identification

MULU KP Activity as HIV prevention and controlling project uses different strategies /testing approaches/ to maximize case identification mainly RDS and ICT are widely used ones. Therefore ,among the newly innovative approaches ,ICT is believed to be the best approach to identify more cases and 30% the whole test was planned to be covered with this innovative approach however very low performance due to its tiresome and complicated nature. In this reporting period, out of 3397 tested clients 267 of them are tested using ICT approach which is about 7.9 % from testing volume side and 18.2 % of positive contribution. The following chart clearly shows the ICT contribution to the whole test volume and positive identification.

Total testing volume	3397	100
Testing performance by ICT	267	7.9%
testing performance by RDS	3130	92.1%
Positive contribution by ICT	33	18.2
Positive contribution by RDS	149	81.8

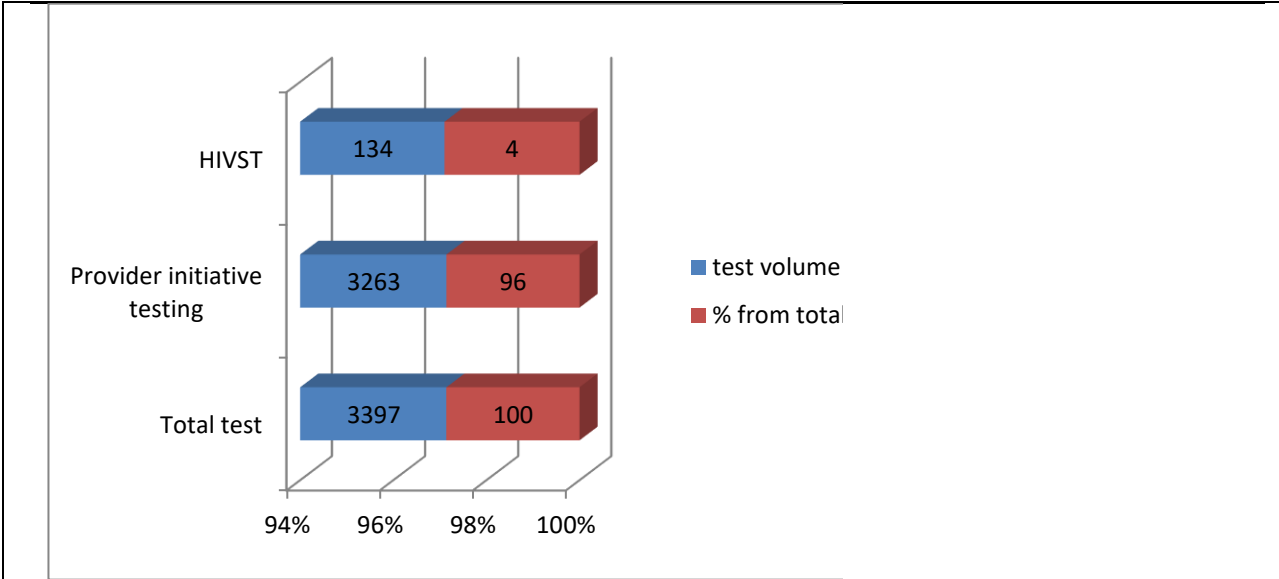


**Chart 2: performance by approach**

## 2.6 Performance of HIVST

Prior to the introduction of the new initiative testing type called HIVST ,Provider initiative testing type was exclusively used and almost all cases identified but now HIVST is slightly practiced in drop-in-centers specially Woldia , Dessie and Kobo DICs. Despite our minimum performance in this testing type, we are now trying to do our best to maximize it .Therefore in this reporting period, from 3397 total tested 134 people have tested themselves under supervision of clinical service providers which is about 4% from total tested and 2 clients are found to be HIV positive. The table and chart below shows the performance by testing type.

Testing type	test volume	% from total test volume
Total test	3397	100
Provider initiative testing	3263	96
HIVST	134	4



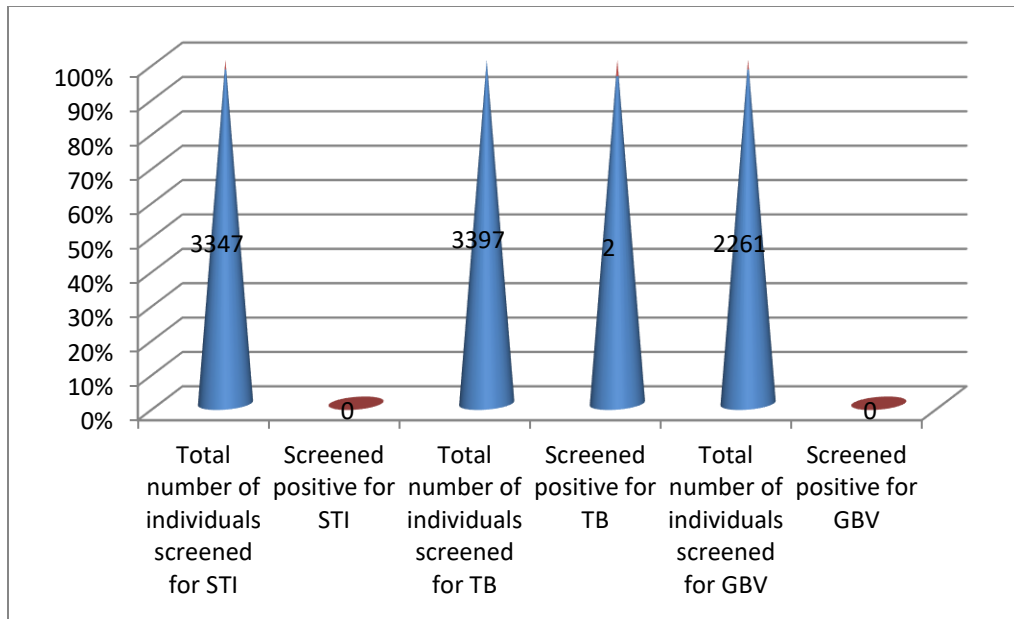
**Chart 3: performance by test type**

**2.7 STI, TB &GBV Screening**

As part of delivering HTS and other clinical services, STI,TB & GBV screening activities has been conducted in this reporting period .therefore the total number of individuals who have screened were 1003 and 576 for STI,TB and GBV respectively.

Total number of individuals screened for STI	3347	98.5
Screened positive for STI	0	0%
Total number of individuals screened for TB	3397	100%
Screened positive for TB	2	0.1
Total number of individuals screened for GBV	2261	66.6
Screened positive for GBV	0	0





**Chart 3: STI, TB & GBV screening performance**

## 2.8. Condom Distribution and Promotion

Various MARPs focused interventions have been implemented national wide at all levels aimed to prevent HIV/AIDS and other sexually transmitted diseases. This includes distribution and promotion of condoms for target MARPs group. The same is holds true for N/Wollo & south wollo zone under North East Corridor performed this particular activity. Condom by its nature has dual purpose to prevent STIs including HIV and unwanted pregnancy when it is used consistently & correctly. To make it user friendly, it is distributed & promoted at each peer group discussion sessions, PPN network facilities, DIC and during outreach programs. In general, we have 315 fixed and 224 mobile condom outlets respectively that are used to strengthened and functioned at selected hot spot catchments/areas. So, with these outlets, a total of 601,129 pieces of male condoms were distributed throughout the implementation towns through fixed & mobile condom outlets. Beside this, 6801 pieces of female condoms and 4763 water based lubricant were distributed throughout the implementation period via fixed & mobile condom outlets.

## 3. Monitoring and Evaluation

### 3.1 Meeting with Technical working Groups and TF

Technical working groups (TWG) and/or TF have their own role & responsibility to implement this MULU Key population project at town level. With this concern, TWG and/or TF meetings have organized &

conducted project monitoring and follow up every month at all target towns. Review meeting with gov.t stakeholders was conducted for two days and constructed suggestions and experiences were shared among the Invited participant's .the total number of participants 33 off which 3 of them were female.

Major agendas of the meetings were:

- ✓ How and where to conduct outreach HTCs including strategies to be used to effect the event
- ✓ Discussion on joint planning, M&E of the project activities and /or performance.
- ✓ Discussion on selection of target groups /peer educator selection/
- ✓ Giving due emphasis on possible government support areas to the project

### **3.2 staff review meeting**

Staff review meeting were conducted on quarterly basis. The participants are all the staff members of PADet MULU Key population project. The most important points addressed by the meeting are the following.

- Sharing of updates and experiences
- Solving practical challenges faced
- To have common consensus/understanding in quality report preparation, documentation and implementing of remaining tasks.

Supportive supervision was done according to the time table with check list for all target towns and immediate feedback was given for each town and for those identified gaps and follow-up schedule is prepared. During the supervision some important resources related to M&E tools was distributed. In addition to this all required reports have been prepared on bi-weekly, monthly and quarterly basis and submitted to concerned bodies. Review meeting with gov.t stakeholders was also conducted for two days and constructed suggestions and experiences were shared among the invited participants .the total number of participants 71 off which 17 of them were female. Another important activity realized in this reporting period was conducting RDQA at intervention towns.

## **Specific objective 6: -Prevention of Risky Movement of Children in the Northern Ethiopia Corridor**

**Obj.1.** to prevent the risky movement of children through training and working with the medias focusing on children, youth and communities.

### **1.1 Conduct community educational campaigns on the adverse consequences of child trafficking**

- With the full involvement of each woreda Women children affair office, 4 Community educational campaigns was conducted at kobo and Mersa town about the issues of child trafficking to aware the community about its negative consequences and impacts on children's life and ways of controlling it. Almost all community members were taken part on the program and a total of 600 (546 were female) peoples were attended and receive information about trafficking.



**Photo 1: community educational campaigns**

Sex	Kobo	Mersa	Over all
M	54	0	54
F	241	305	546
T	295	305	600

**Table 1:- Number of people receives information on community educational campaign programs**

**1.2. Conduct consultative review program/ dialogues for selected members of key Actors on program performance, collaboration and participation efforts every six months.**

- A one day consultative review program was conducted for 42(13 were female) selected members of woreda, kebele offices and school clubs of key actors on program performance, collaboration and participation efforts.

Sex	Kobo	Mersa	Over all
M	16	13	29
F	4	9	13
T	20	22	42

**Table 2: Number of Participants**

**1.3. Strengthen mini Medias in the transport sector to convoy relevant messages**

In order to strengthen transport sector to convey relevant message, different mini media materials purchased and supported for the sector. This would help them to strengthen their daily activities in creating awareness for the community on risky movement of children.

**Objective 2: To enhance the capacity of school clubs and out of school groups to prevent the risky movement of children.**

**2.1 Initiate dialogue among children and school communities on the risky movement of children**

World women day was celebrated at Kobo & Mersa town administrations. Dialogue session was organized and cascaded at woreda level involving 313 (219 were female) children of school club members and school communities. During this session various programs such as mobilizing the community for question and answering, poem, drama ...etc to receive information about the child trafficking and its negative impacts.

Sex	Kobo	Mersa	Over all
M	4	0	4
F	46	63	109
T	50	63	113

**Table 3: Number of children and school communities receives information**

## **2.2 Strengthen school based children clubs in their effort to prevent children on the move**

Support 6 school (Mersa 3 and Kobo 3) children protection clubs in cash for purchase their need materials and to organize different BCC sessions on child trafficking at different settings through panel discussions at school level.

## **2.3 Provide orientation for adolescents /children working on street micro – business to serve as volunteers to prevent children from risky movement.**

In collaboration with police office at Mersa and Kobo town, a one day awareness raising workshop conducted for 18 (all male) street children willing to work as volunteers to prevent children from risky movement.

## **2.4 Organize and facilitate dialogue among child protection and girls club members to work towards identify and report children under risky movement.**

Support 6 school (Mersa 3 and Kobo 3) children protection and girls club to boost the financial capacity of clubs to purchase different materials and organize a panel discussion at school level to work towards identify and report children under risky movement.

## **2.5 Celebrate and promote the day of Africa child in collaboration with school child protection and girls clubs**

Africa child day was celebrated at Kobo & Mersa town administrations intervention schools with the full participation of school child led club members involving 272 (168 were female) school child & teachers, during this period various programs such as mobilizing the community for question and answering, poem, drama etc to receive information about the child trafficking and its negative impacts.

Sex	Kobo	Mersa	Over all
M	38	66	104
F	68	98	168
T	106	164	272

**Table 4:- Number of children who receives information**

**OBJECTIVE 3: Support youth and adolescents involved in risky movement through economic strengthen schemes**

**3.1 Rescue and reunify children found in risky movement in to their families and/or guardians through referrals.**

Using the existing structure and already created linkage among major government partners, children's who are found under the risky movement were reintegrated to their families/guardians. In doing this a total of 58 (11 were females) children were reunified and they begin living with their families and guardians with safe protection and fulfillment of basic services like food and shelter care.

**3.2 Provide short term business training support like, street toolkit business, business banking and mentorship for girls who become victims of risky movement.**

In Collaboration with Technical and Vocational enterprise office, short term business and entrepreneurship skill training was given at each town for a total of 15 girls for five days long. The training helps for those girls to be involved in small business and to know very well business management and administration skills to be successful in the feature life and protect themselves from child trafficking.



**Photo 2: Short term business training & IGA support**

### **3.3 Provide IGA support for victim girls of the risky movement.**

After the training, startup capital support was provided for 15 girls of victim of trafficking children's to enable them to involve in small income generating activities in order to gain some income and protect themselves from trafficking and irregular migration.

### **3.4 Provide medical and counseling service for victim children using referral links.**

To minimize level of victim children further accident and related problems and also help those victim children, medical and counseling services were given at Kobo and Mersa town administrations. The services were provided for 6 (2 females) children by using referral linkages created.

<b>Sex</b>	<b>Kobo</b>	<b>Mersa</b>	<b>Over all</b>
M	3	1	4
F	0	2	2
T	3	3	6

**Table 8: Number of children**

### **3.5 Strengthen existing temporary shelters in the corridor in collaboration with town police.**

To support Mersa police office in kind like blanket, mattress bed cloth ...etc to strengthen for existing shelter for children safe protection and fulfillment of basic services like food, shelter care ...etc. After all, children were reintegrated to their families/guardians.

### **3.6 Provide food and transportation service for the rescued children and abused children while on the move.**

In addition to medical and counseling support a total of 71 (28 were female) children's got food and transportation services at Kobo and Mersa town to reintegrated to their families/guardians focusing on their best interest.

### **3.7 Support school girls exposed to gender based violence while per suing their education in urban areas with some educational materials.**

School girls who are exposed to gender based violence before and currently attend their education in urban areas comes far from rural areas were supported by educational materials. A total of 68 were receiving the support in both of two towns to help them to attend their education safely without the shortage of scholastic materials.

**OBJECTIVE 4:- Prevent the risky movement of children by enhancing the existing local structures.**

**4.2 Strengthen the referral link service to support children with office of WCAO and the community policing.**

A one day discussion session was organized at kobo town to strengthen referral linkage with Hotel and bar owners. How and where to link them, and How to provide free social services like food and shelter are the issues raised on the meeting. During the discussion, 46 people were participated, and all are agreed on the issues and ready to support.

**4.3 Organize learning workshop on local practice among partners along the northern Ethiopia corridor**

Learning workshop were organized and cascaded by involving a total of 23 (7 were female) Woreda and kebele officials and club leaders. By discussion on year one project achievement, challenges on risky movement, factors that push and pull children for migration and trafficking.

Sex	Kobo	Mersa	Over all
M	7	9	16
F	4	3	7
T	11	12	23

**Table 11: Number of girls receives educational material service**



**Photo 3: Zonal level learning workshop**



#### **4.4 Strengthen Community Care coalition/CCC/ at Woreda and kebele level.**

Kobo and Mersa town kebeles community care coalition committee were supported with budget to work in collaboration with and could bring sustainable changes in protecting illegal migration and trafficking and to support of Victim of Trafficking children's.

#### **Specific objective 7: Improving access and quality education for 1200 vulnerable and never went to school children in 22 kebeles.**

##### **1. Experience sharing visit**

To strengthen the quality of ALFA education conducting experience sharing is very mandatory. In collaboration with the government schools we have arranged and conducted experience sharing within woreda level particularly in Adema elementary school. The aim of the event was:

- To observe and share experience with other primary school directors on how to prepare teaching aids from local materials and how to use for teaching – learning process
- To observe what is the reality on the ground in implementing activity-based learning methodology in classes.
- How to prepare the lesson plan and follow up system of school directors
- Coordination between the government schools' directors and teachers with ALFA facilitators
- To observe the participation of students as per the student-centered learning principle

From the event we observed that Adema ALFA School had made remarkable changes on the knowledge of children by applying the principle of Activity Based Learning, POPCI implemented to C, IGA and SHG learning, numerous & literacy program. Beyond this, the teaching aids prepared by students and facilitators could be an exemplary for expanding to other schools. The facilitators themselves have commitment to implement the ALFA program. In addition to this, there is a good coordination between the school

director and teachers with facilitators. Teaching and learning process in the Adem primary school is going as planned.

## **2. Education Community Participation Participants (ECoPs)**

ECoP was provided and implemented in 13 linked school teachers. A total of 139 (females 50) participated on the event. Topics covered were:

- Linked school teachers and directors support ALFA classes with individual, directors, supervisors and teachers themselves
- Mentoring of ALFA facilitators
- If there is concern on ALFA, they can bring to the concerned body
- The facilitators and primary school teachers share experience to others

## **3. People of participation curriculum and instruction (POPCI)**

POPCI is provided to the 8 linked schools. A total 8 (3 females) participated on the event. Topics covered were: -

- Investigation of the innovation produced at the village level from local materials and how to cascade in class.
- Encouraging the linked school directors to bring local knowledgeable & experienced person by provided the local materials from locally for ALFA students on the new idea they got.

## **4. Self Help Group (SHG)**

40 mothers SHGs are established and monthly & weekly saving and learning numerous & literacy program. Out of which 40 SHGs total birr saved 115,557 in the year of 2018/19 in the 10 months and added IGA for in kind 349,120 birr from GGI totally in their account 464,677 birr. They discussed on their issues on monthly basis and follow their children to buy sheep & hens by their saving and supported in kind except 2000 birr (2000 remained on their account balance to continuity saving with linked government women & children's affairs).

## **5. Child to Child program**

By discussing with linked school directors, we have selected young facilitators from 6-8 grades those who have best performance with 5 young facilitators for one linked school. 13

linked schools have 65 (16 females) young facilitators. They have been completed learning teaching program of child to child program of 2018/19 year in 13 linked school covering 325 students who have below 7-year ages (137 females).

**6. Accelerated Learning for Africa (ALFA) class (completing phase three class)**

We have completed phase three class of 2018/19 year. The exam of phase three is important for placement exam. At this moment the total numbers of children who finish all phase three and placement exam are 1101 children.632 (Female 252) students pass to the next class /grade 4 and the government education office decided re exam for grade three promoted students 258 (Female 116) students pass to grade three and 211(Female105) students failed to grade two /not promoted/ to next class. The remained 99 (Female 37) students drop out by different reason from school at different times.

**Specific Objective 8: To impact UNAIDS 90-90-90 goals and sustain the gains through strengthening community health and social service platforms.**

**1. Program Area Accomplishment**

**Program Area 1.1 Provide Health Facility Index Case services (ICT)**

Taking 90-90-90 goal in to consideration, CHCT project has given emphasis to ICT services to key and priority populations who are targets of the project. In this regard, ICT activity has been conducted and 1101 targeted people have known their status. Off these 1101 people, 45 people were found to be HIV reactive/positive and 44 are linked to ART and other related treatments.

No	Activity	Annual plan	Achievement	%
1	ICT	1339	1101	82

**Table 1: Summary of ICT**

**Program area 1.2: Self Testing**

In the reporting period, self-testing also accomplished at Akaki Kality sub city and woldiya town. It was planned 259 individuals to be tested through self-testing. They were resistance to health facility index case testing and repeated counseling for CRPs and even for CEFs, of which 196 individuals tested for self-testing and 6 person found reactive and linked to HF.

No	Activity	Annual plan	Achievement	%
1	Self-testing	259	196	76

**Table 2: Summary of Self Testing**

**Program Area 1.3: Community Based HIV Care & treatment**

In the reporting period a total of 1182 people received C&S services, all of them are enrolled for drug side effect, adherence counseling, screening for STI, TB and depression, etc. after house hold need assessment. Case management plan was created to give the required services based on their need.

No	Activity	Annual plan	Achievement	%
1	Care and Support	6400	1182	18.5

**Table 3: Summary of C&S**

**Program area 1.4: Referral Linkages & Clinical services**

Health seeking behavior among project beneficiaries especially taking minimum packages of clinical services is expected from effective screening and case management plan, and other community level interventions held. Accordingly, clients from an effective screening and case management Plan referred to public associations that have an adequate service for the need of the referred clients & Health facility service providers. Therefore, the total number of target group who took Care and support services was 68 clients.

No	Activity	Annual plan	Achievement	%
1	Referral for Care	363	68	19

**Table 4: Summary of Referral for Care**

**Program area 1.5: Lost to Follow up Service**

During the reporting period 107 clients are successfully reengaged and initiated ART in their respective health centers.

No	Activity	Annual plan	Achievement	%
1	LTFUP	253	107	42

**Table 5: Summary of Lost to follow up**

**Program area 1.6 DSDM UHEP-CAG groups**

The main components of the community based differentiated care model are to support for adherence, retention, implementation of the community differentiated ART service advocacy and knowledge on the use of viral load testing and interventions like screening for important morbidities. So, based on the importance of the activity for the client we have had 64 PLHIVs were eligible clients for group formation and had formed 8 groups.

No	Activity	Annual plan	Achievement	%
1	DSDM/CAG	96	64	67

**Table 6: Summary of DSDM/CAG**

**Program area 1.7 Orientation for Economic strengthening group (ES group)**

On the reporting period we provided an orientation for three groups with the member of 200 individuals on how they begin to participate in village saving and loan association group and how they change their living habit by saving their money to cover their need and to live freely. Before group formation PADet conducted vulnerability assessment to identify the needy clients and documented the clients list.

No	Activity	Annual plan	Achievement	%
1	ES	10	10	10

**Table 7: Summary of ES groups**

**Program area 1.8: Condom Distribution and Promotion**

Condom by its nature has dual purpose to prevent STIs including HIV and unwanted pregnancy when it is used consistently & correctly. In general, we have mobile condom outlets that are used to strengthened and functioned at selected hot spot catchments/areas. So, with these outlets, a total of 184,270 pieces of male condoms were distributed throughout the implementation sub city mobile condom outlets.

No	Activity	Annual plan	Achievement	%
1	Condom distribution	103,104	184,270	179

**Table 8: Summary of condom distribution**

## 7. Major Challenges

- Budget release dalliance from the donor organization /PSI/
- Fragmented and Nugatory (Insignificant) budget allocation for many program activities.
- Budget allocation was not considered the current market and local (domestic) currency.
- Frequently turnover of school principals and kebele administrators.
- Fully implementation of active learning methodology throughout all ten project target schools are still challenging task.
- High government staff turnover, trained school directors, education supervisor's after capacity building training given. Thus affect to improve quality of education.
- Land escape nature (undulating nature) & inaccessible of road facility.
- Delayed of pre-schools & teacher residence construction affect quality of education.
- Lack of internet acessess & electric power to conduct timely or day to day communications to head office.
- In Sululta woreda ALFA program due to various reasons started late. Some of the projects activities were not accomplished as planned.
- The ALP program in Sululta woreda not as planned due to the government offices not supported us.
- Unwillingness of some family to teach their child all day.
- Shortage of teaching book encountered in some school /ALFA Project/.
- Since most of families are poor unable to feed their children when they sent to school
- Scarcity of learning class as wanted in few primary school
- To implement the ESAP3 effectively in all targeted rural kebeles, we encountered transportation problem

## 8. Measures taken

- Working with stakeholders of the project like woreda education office, school directors and the school communities is the only option to solve some problems
- TWGs and PADet staffs work closely to promote and increase the performance in all aspects
- Facilitating activities in collaboration with town level TWGs and health center and private health facilities individually and in group.
- Growing staff effort to accomplish ambitious target plan on scheduled time period and boost ICT performance
- Provide continuous technical supports for new recruited school directors, education supervisors by woreda education office and project staffs.
- Close follow-up and discussion was conducted with winner contractor on face issue and next level of action. Finally, common consensus reached to complete construction within a short period of time before end of the physical year.
- Discussion also conducted with local authority, community to maintain roads. As a result, minor road maintenance has been done by human labor and machine. Construction materials transporting to sites.
- Day to day communication has been done through phone for any task related issues.
- We conducted continuous consultation with students' families why students attend class all days long and help their child in feeding as their capacity permit.
- To solve the teaching book problem we have discussed with school directors and education office.
- We discussed with directors, facilitators and family how ALFA succeeds.
- We also discuss with the school directors how to solve the class.
- To cover the past learning period (learning time) by make up on Sunday
- Even if it is very difficult to reach the most remote kebeles. We prefer to go by foot and access for SA target



## 9. Lesson learnt

- Importance of working with local government and community structures like CBO, Volunteers, beneficiaries and frontline service providers ensures sustainability of project payoff and community ownership at large.
- Empowering the grass root community played key roles in improving basic services in a more sustainable manner.
- Conducting regular supportive supervision and monitoring used to track the progress of the project activities
- Recording number of youths receiving coaching service helps us to document number of service users.
- Community mobilization event is still very important for program effectiveness.
- In some schools identifying students by their academic level in a class room/low, medium and fast /students to give supports for low performing students
- Grown staff commitment and team spirit is key to good performance
- The presence of government structure at town level facilitate the implementation of the project
- Using innovative strategies like RDS and ICT tracks highly vulnerable target groups that were not yet benefited by the project. So, the presence of this strategy helps us to increase yield and related facts.
- Raising awareness and working closely with clients is found to be the best approach to escalate all project activities including sample collection for VL.
- Working in collaboration with different stakeholders could bring sustainable changes in protecting illegal migration, victim trafficking and providing livelihood support for those risked of migration and other vulnerable children.
- Working in collaboration with Woreda and Kebele 3C would help in identifying poor and poorest children
- CBOs have the potential to bring about required change/impact if they are supported properly.

## 10. Cases and Good Practices of the Quarter

### 10.1 success story one

At Sefere selam kebele six potential migrants participate in cc session. They have completed grade ten 20010 E.C, but their result was not good to continue the next grade. At that time, they decided to live with her family by support working any things that available around their but life is difficult for them for one years. One day all the six friends met together and discuss why not going to Middle Eastern countries.

Then they communicated to the broker, he told to them as all process will be completed by him and they pay 12000 birr individually if the process completed. They agreed with the broker idea and told the idea to their families. Their families agreed with their idea and to pay the money taking from loan. Meanwhile, the facilitators went to their house to inform unsafe migration by Community conversation program. The facilitators gave information about unsafe migration, the challenge of the journey, the broker false information the ban and other information about the destination countries.



*Photo 1: CC participants*

Finally, they and their families acknowledged the facilitators and decided to stop the broker process. When the government starts the legal system of travel, they will go to abroad by

fulfilling the criteria of the Ethiopian government proclamation No.923/2016. Now they get registered to attend vocational training.

## **10.2 success story two**

### **Envision a better tomorrow**

**Bewuket Misganaw**, 25, is young man living in Jawi woreda, Amhara Regional State Workmeda kebele. He dropped out his education at grade 4 due to personal interest. He wants to go to urban areas for enjoyment. Because he was dropped out at grade four and not attains technical skill to have his own option, he become jobless, feel discomfort, lack of self-confidence and becomes hopeless. Before he joined USAID's Building the Potential of Youth Activity (POTENTIAL) he had not clear goal and plan and not knowing his community resource well. He always stays idle and joking with his peers.

Once up on a time his father was willing to give him 40,000 ETB to start his own business activities. But he is not mentally ready to start business for covering his basic necessity. Bewuket wants to migrate to other place to enjoy with his ex-friends until he lost all the cash at hand. After he lost 40,000 ETB, he has no choice unless he come back to his native kebele Workmeda and waiting for different options to change his mentality to engage in business.

Looking his father's effort and Bewuket's situation Workmeda kebele YESC members link him for USAID's building the Potential of youth Activity in line with the selection criteria of POTENTIAL. He took transferable life skill training for 18 consecutive days with his peers at Workmeda FTC. During the training he was actively participated in each session and share life experience with other trainees. During community mapping session he goes back to his kebele and dig out possible business opportunities which fit with his interest. After completing 18 days training Bewuket prepared Personal Development Plan (PDP) in assistance with POTENTIAL woreda staffs.

As clearly indicated in his PDP he wants to engage in wood work/furniture. He assesses nearby resources and conduct market assessment/research for feasibility. He prepared business plan and apply to Jawi woreda TVEDO for receiving revolving fund. Bewuket's business idea accepted by woreda screen committee since the committees bold his work readiness skill and

business mentality obtains from POTENTIAL. Therefore, he received 270,000 ETB revolving loan from ACSI for wood work business. Woreda potential staffs play a pivotal role to link him with service providers for facilitating working shade and loan access. Due to strong partnership with woreda TVEDO Bewuket access working shade and business advisory service.

Bewuket, receive after care support (i.e. coaching by YFs) and he also linked with model business person for mentorship service. As a result of the above-mentioned services he starts saving in both traditional saving system (Ikub) and at Bank. He kept 27,000 ETB at bank and 250 ETB weekly in village Ikub.

His future plan is to buy his own car to transport his products to other Market places. He remarked that *“the transferable life skill training is very essential to all our kebele youths, because after I take PYD and WRN trainings I start digging out my kebele resources very well and my attitude towards migration discarded”*.

### **10.3 success story three**

#### **Struggling Hardship through Life skill Training**

Bilelegne Abie is a 24 years old youth from Bahirdar zuria woreda, Yigodi kebele. He completed grade 10 and not getting pass mark in Ethiopian National Exam. He was quite shy and has nothing to do. After his completion in grade 10 his life is full of struggles on how to spend his time in a productive way that would build a bright future for him. He was unemployed and he depends on his family. He does not get his life pathway and he feel loneliness’.

One day, Yigodi kebele YESC has recruited him to take POTENTIAL transferable life skill training. He completed 18 days training with other youths at Yigodi kebele hall. He also gets a chance to receive a one-day job shadowing service in bread baking as an exposure.

While completing the soft skill work readiness trainings, Bilelegne decided to start his own business in oxen fattening. He starts the business with the startup gained from his family support and a 15,000 Birr loan from ASCI. Due to less profit in his engagement of oxen fattening, he decided to change his business by selling the fat stock. In doing this he got a coaching service from youth facilitator and he also tried to conduct market assessment.

As a result, he identified that there is no competitor in bread baking business in Yigodi kebele. So, Bilelegne became the first and sole supplier of bread and this makes him more profitable. Moreover, he had a chance to take a BYOB training for five days which makes his financial literacy and business management skill improved and paid back his loan for ASCI. He told us, his current total capital with a bakery machine has reached around 90,000 ETB birr.

Indeed, Bilelegne became a role model for Yigodi kebele youths and most of the youth's there want to follow his track of success. He envisions a better future because he has been developed a work habit and character which makes him highly effective. His future plan is to open hotel at Bahir Dar the capital of Amhara region. He strongly noted that challenges and hardships can be solved through transferable life skill trainings if there is a chance to access such a life changing training.

#### **10.4 Success Story Four**

W/ro Fayise RobaYadate lives in Machelawortu kebele farmers association. She was the cashier of the Rob-Gebeya village (small town in machelaWortu kebele) Milk collecting & processing center. W/ro Fayise doesn't know or didn't have information about education before the intervention of the project in the area.

She is thankful to the project and expresses her appreciation. "ALFA promoter in our kebele visits our village three times a week and collect together as group to teach us about the importance of self-help saving methods. I had taken the training on how to save and follow our children in close discussion with my husband. It happened so easy to convince my husband, for he was an educated person. He had realized the importance of self-saving groups and we agreed to save money. For I had no way to earn money, I used to engage in petty trade activities to feed my children. I made different ornaments and house wares from grass and sells it in the local markets. But it was not sufficient to support the families need. So, I send one of my children to my parents who live far from our kebele/village. The remaining children who are living with me struggled to get daily requirements, school supplies, health and medical fees. As a matter of fact, they were not able to go to school or health center to get medical services. I would like to thank the ALFA programs for organizing us in self-help groups in order to gain money based on Milk collecting and processing center established for us at Rob-Gebeya villages

which is not only for us but also for our areas which benefited the village community easily purchased the milk product from nearby milk collecting center (better, cheese & yogurt). The community also benefited by selling whole milk to nearby Milk collecting & processing center”

Before the coming of the ALFA project to the area, they count us (the areas women) as noting we can do for our life subsistence. But after the intervention of the project to our areas we have realized we can work and can change our livelihood.

Thanks to PADet, now women in our village have got the chance to save their money in Oromia save & credit Association and then by adding money injected from ALFA program. Now we are on the ways of Income Generating Activities by Milk processing Machine purchased by PADet and then our life is getting better by profit earn from the process.

We are also started the production detergent soap (Liquid soap) which is benefited both the area community and us.

**“Long Live for ALFA program”** she said.

## **10.4 Success Story Five**

### **I managed to lead my life!**

Yihalem Belilign is a young boy and he is 22 years old living in Wogelsa kebele in Bahirdar Zuria woreda. Yihalem is one of the target youth incorporated in USAID’S Building the Potential of Youth program and he has successfully took Positive Youth Development and Work Ready Now training. He attended the training attentively and he told us the training helped him in many ways and he is the training he was unemployed before targeting the program.

Yihalem told that Work Ready Now training helped him to find himself and motivated to start its own business. Now he is happy and gives all the time he has to their business for achieving future plan. He said the significant difference of his life before joining the training and after the training a big difference.



Yihalem in his barberry

After successfully completing Work Ready Now training, he has filled his personal development plan and from family and WRN peridium he wants to be engaged in barber and shop.

Yihalem says “I able to lead my life, saving habit, time management and I able to do multi-dimensional work”.

Now he has working to shop and barber to get experience and using its potential in short period of time. “I have a dream and for the future I expand my shop in the area”.

Yihalem has received coaching on developing confidence in the work place. He recalls that “I was trying to get a job many times but was not successful.”

Yihalem says “all trainings and coaching has helped to know myself and identify skills as well as how to behave in the work place”.

### **10.5 Success Story six**

Tenaye Nega Waldegebrel was 32 years old. She is Jati N<sub>o</sub>1 elementary school teacher. She has completed her university study in language with BA degree. She has 11 years old teaching experience in conventional primary school. But this year she was assigned as to teach ALP class by using ALFA teaching methodology in Jati N<sub>o</sub>1 elementary school. She is happier to teach ALP class students. She said that not only teaching is makes me happy but also the methodology and the class also attracted me when I see & entered in to my class. She said that why not continue in the others class like my teaching methodology (ALFA methodology teach). She thanks PADet to bring new technology teaching for us and continue like this for future.