



### **Child Protection Profile – 2010-2021**

Since its establishment, PADet has implemented more than 20 projects in Amhara, Afar, and Oromia regions, focusing on children, girls, and youth. These projects mainly included: migrant children protection, children reintegration into their communities, youth development, child domestic servitude reduction, improving quality of education quality improvement, speed school program, capacity building for communities and the Accelerated Learning for Africa project (ALFA).

### **Migration Awareness and Action project**



In close collaboration with the European Union and IFRSC, PADet had implemented the migration Awareness and Action project. As a result, for the last five years, PADet has reunified more than 3000 migrant children, of whom 27% were girls (mostly street

children were boys) from South and North Wollo zones with support obtained from Save The Children.

The project provided various services to migrant children. In contrast, the children stayed in the temporary retention detention centres. They were provided with transportation and IGA support when they were reunited, including psycho-social services, training, sanitary materials, and medication and clothing services. In contrast, the children stayed in the temporary detention centres and were provided with transport and IGA support when they reunified with their family members based on their interests. As a result, most of them now grew physically and mentally. Hence, to run to participate in their education and run small businesses like sheep rearing to sustain them economically. In addition, we provided three hundred forty-seven young children above 14 with vocational training. Currently, the trained young children are attending education in their parent home doing side by side small businesses to support them and their families economically.

#### Prevention of Risky Movement of Children in the Northern Ethiopia Corridor

The project was implemented in consortium with four other organizations to promote a safer movement of children along the northern corridor (having protection and prevention component) with a joint plan of action under the coordination of EDA. The OAK Foundation fully funds the project. PADet has provided psychosocial, sanitation education, shelter, medical, food, and livelihood support to migrant children and reunified them with their parents.

#### Through this project:

- Twenty-two thousand six hundred sixty-six vulnerable children (8562 girls) got psycho-social counselling support.

- Scholastic materials support was provided for 4,450 children (178 girls)
- 1,327 children (253 girls) were prevented from child labour
- Nutritional support was provided to 6,455 children (2,802 girls)
- Training on food preparation and preservation was provided for 5,945 children (4,810 girls)
- Shelter and Care Support has been provided for 15,183 HVCs (7,888 girls), and 8,995 gives caregivers (5,179 females)
- Tutorial class provide to 8,134 children (4,093 girls)
- students 52 (23females) awarded for their outstanding performer
- 430 (15 females) children reunified
- mobilization on HTP for school children 28,291 (15,824 girls)
- 830 children have been protected from child marriage
- vocational training provides to 136 children (68 girls)
- business skill training was provided to 7,595 children (1,737 girls)
- Awareness created for school children on illegal migration 23,672 (11,219 girls)
- 164 girls cancelled illegal migration
- 3,800 children's mothers organized as SHGs, got access to grants and basic business skill training to support their family
- 2,416 gives caregivers (1,219 females) of HVC were financially empowered to help their children
- 5,032 people (138 women) got basic knowledge about entrepreneurship to help their children
- 427 children were engaged in friendly, child-friendly generating income-generating activities and managed to cover their education expenses
- 2,132 youths attended training about illegal migration and trafficking

## **Promotion of safe migration**

Migration is a complex phenomenon that touches on a multiplicity of economic, social and security aspects affecting our daily lives in an increasingly interconnected world. We have in recent years seen an increase in migration and displacement occurring due to conflict, persecution, environmental degradation and change, and a profound lack of human security and opportunity. In Ethiopia Young population, especially girls, have been migrated to significant towns in the Middle East. A hundred thousand of them have been migrated mainly to the Kingdom of Saudi Arabia. The migration. It was often risky because the document is often complicated and hazardous. It is generally done via illegal ways and without legal travel documents, causing many sufferings and losing a life.

PADet, with the support of Geneva Global Inc. and Freedom Fund Foundation, has been working in South Wollo (Dessie & Kombolcha- Kalu Woredas) since 2015 and has continued to 2021 to promote safe migration among potential migrants, mainly girls & women. The project was designed to generate improved understanding and practice of safer migration amongst source communities and provide economical alternatives for potential migrants with financial challenges. It also strengthened civil society organizations' ability to operate better and influence systems to prevent unsafe migration better and empower migrant workers. The project led peer-led raising awareness-raising education, community conversation, and door-to-door education about unsafe migration and its impact using trained volunteers.

The project intervened at schools and the community level, focusing on potential migrants and creating awareness about the consequences of safe and unsafe migration in general and Middle East countries. The project has supported potential migrants, returnees, and other vulnerable groups and enhanced employment opportunities. Skills

training components were like bakery, fast food preparation, and garment making were the kind of vocational training provided for the target groups. Through various project activities, 25,000 girls and women were benefited.

### Improving the quality of Education

PADet, in partnership with Pestalozzi Children Foundation (PCF), had been implemented a project entitled "Improving Quality of Education" at Gachene, the capital city of Argoba special Woreda of Afar regional state, since 01 July 2018. The project lasted three years, i.e., from July 01, 2018, to June 30, 2021, with 4,657 (females-2,328) direct beneficiaries. The project improved the school environment's teaching-learning process and increased community participation in ten target schools.

The project aims to address the challenges of accessing quality education through building the capacity of the Education office, schools, and community by providing training for teachers, PTAs, in schoolgirls clubs and support with mini media equipment, books furniture, and support school-based IGA to support girls and marginalized students through social support clubs.

### **Major project achievements**

- The reading competencies of early grade students (grade 1-4) improved
- The average national exam results of 8th-grade students in PCF supported primary schools improved by 15% from the baseline of 35.5% in 2018
- According to school roasters, the cumulative students' average result is 56.5% (the achievement is already higher than the target). Hence, the project improved the indicator by 21%, which is more than the baseline of 15%.

- Students' increased participation in classes, school clubs, and other school issues are reported.
- Decrease of the repetition rate of students from grade 1 to 4 from 10.5% in 2018 to 5% in 2020
- Decrease of the dropout rate of students from grade 1 to 4 from 10.5% to 5% and grade 5 to 8 from 5.2% to 3%
- By the end of the project, at least 80% of target schools' teachers apply centred student-centred teaching approaches and methodologies with the support of appropriate teaching aids.
- The coaching programs cascaded to new teachers who didn't receive active learning and EGRA training are increased than the earlier teaching-learning process. The coaching services were well organized and satisfactory.
- Increased participation of children in co-curricular activities and school clubs
- By the end of the project period, target schools are child friendly and fulfil at least 65% of the MoE standards.
- All targeted schools are furnished with basic furniture, laboratory and library equipment, teaching aid materials, reference books, and outdoor playing materials.
- Facilities of 10 schools improved (3 "O" classes constructed, three teachers' residents completed built, and four schools renovated)
- In all target school schools, child safeguarding issues are addressed by displaying child rights and responsibilities in the school's compound.
- Community awareness of the importance of education has increased.

## **Access to Quality of Education**

Professional Alliance for Development (PADet) had been implemented an integrated, community-centred development program in the Ankober district since 2006. The project from the community itself has dramatically contributed significantly to the established ownership. The project has also created workable linkage among local administration, community, and district-level education offices.

### *The outcome of the project*

The project's outcome was fruitful; the preschools were scaled up within the woredas and Afar (Dulecha woreda) and Gachene (Argoba leyu Zone). The Woreda education office scaled up the overall project and shared its experiences with other North Showa Zone districts.

In primary school, the academic result of children enrolled in preschool at an earlier age is much better than children who were not enrolled period early. They are more active, interactive, and better communicators with teachers and their surrounding community.

Owing to the initiation of PADet and community in 2016, 42 preschool centers were giving service to 4475 children (51.3 % girls). In addition to this, the project has helped women to have time to involve/actively participate in other development engagement, such as meetings that directly and positively influences their life adult education.

## **Girls Education**

Working on girls' education is one of the specific strategic plans of PADet. In addition to women's empowerment through girls' education, PADet used the girls' education program to ensure believing women's reproductive health situations, acknowledging that education impacts people to make informed decisions on their reproductive health issues and rights. PADet raised public awareness on girls' education in collaboration

with the Packard and Lucile foundation, and 29772 (13745 female) parents and students attend sessions in three Woreda of North Wollo: Lalibela, Kobo, and Gubalafto.

PADet used community participation to ensure the sustainability of the projects so that the central management committee has organized and followed up the situations of girls on their education. Through this strategy, the numbers of female students were increased as well as the gender disparities were narrowed incredibly significantly in Gubalafto Woreda. PADet also supported schoolgirls' families in Income Generating Activities (IGA) to improve girls' education status in the community.

### **School Material Supports and construction**

To increase the quality of education, PADet provides additional material support to different pre and primary schools in rural kebeles of North Wollo, North Shoa of Amhara Region, and North Shoa of Oromia Region. PADet constructed and renovated classes and blocks of different primary schools of rural kebeles. They also built Alternative Basic Education (ABE) centers. In addition to this, PADet provides pedagogical materials to other pre and primary schools of rural kebeles. These include guiding books for students and teachers, exercise books, pens, and pencils for orphan and vulnerable school children. PADet also purchased and distributed educational materials such as students' desks, Shelves, library tables, and chairs. Additionally, preschool centers were furnished with different teaching aids and sponge mattresses so that children could have a resting place and be served comfortably.

### **Capacity Building of the communities**

Facilitated training for the parent-teacher board on girls' education and project sustainability. To increase the awareness level of children, families, and the school community, the Development Agent, planned and gave training to selected teachers,



students, and parent teachers' board in collaboration with the education office. Through this, the community had got a common understanding of the necessity of girls' education and project sustainability through community involvement from project inception up to the end of the process.

### **Speed school program/Accelerated Learning for Africa project (ALFA)**

The Speed School program in Ethiopia is being implemented in partnership with Geneva Global Inc., PADet, starting from August 2016, has been implementing the project in Amhara and Oromia Regional National states of various woredas. The project's objective is to improve access and quality education for vulnerable and never went to school children.

### **Program Component of the Speed school program**

#### **1. Speed Schools | ALFA Class**

Speed School | Accelerated Learning for Africa (ALFA) class is a significant program component. ALFA education system is a new partnership with parents, schools, and community to join forces on behalf of out-of-school children empowering each child with skills, knowledge, and character for Lifelong Learning and explicitly enabling them to complete grades one to three primary school curriculum. Supporting the MOE, the ALFA program in Ethiopia focuses on enrolling all-grown-up children (9-14) who never went to school (10 months' activity-based learning) and transferring them to nearby government primary schools (named in this project as link school) in the appropriate grade to their competencies based on the MLC based assessment /placement test/ developed and administered by the CEOs and link primary schools. A total of 6000 children had got the chance of education.

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

The Self-Help Group (SHG) program is restricted to mothers of children enrolled in the ALFA classes. The program organizes groups of mothers to engage in self-help activities, including functional adult literacy, regular savings schemes, and micro-business development. To ensure the success of ALFA, SHG members and leaders are trained in general community development areas. Five thousand nine hundred fifty mothers were organized as SHG and benefited from the project.

## **3. Primary School Capacity Building (PSCB)**

ALFA employs an Activity Based Learning instructional methodology in the class. To familiarize the linked schools with these improved instructional strategies, the modules provided to them. The headteacher arranges and leads a series of meetings with the teachers to discuss the contents of the modules. Teachers are exercising/applying the methods in their actual teaching-learning process. In addition to this, link schools are encouraged and assisted in establishing and implementing an early warning system to prevent school dropouts. Sixty linked schools have received various training throughout the project, and approximately 420 teachers benefited.

## **4. Child to Child (C2C)**

This program component successfully sends children to school at the right school-age level. It improves the Net Enrolment Ratio (NER), a challenge for the nation in most remote and pastoralist areas. PADet is introducing this program in those villages located around the linked schools. Five children to children's groups (5 children in one group) formed in each linked school. PADet provides pens, pencils, exercise books, and slates for each child enrolled in this program. Best students, young facilitators, are selected from the second cycle primary to facilitate this program. One young facilitator is

assigned for each group. A total of 1250 children had got the chance to exercise pre-education.

### **5. Popular participation in curriculum and instruction (PCI)**

It is a relatively new model that can promote collaboration between teachers and community resource people to create and deliver lessons on local traditions and regional areas. The goal of PCI is to demonstrate to students, parents, teachers, and others that school matters even if a child does not advance far in her studies and returns to the village to live and work. In this model, the “traditional” productive areas include - animal rearing, weaving, carpentry, jewelry, pottery blacksmithing...etc. The “modern” productive areas include – transportation, mechanics, welding, tailoring, plumbing, electricity, commerce, industrialist, etc.

### **6. Education Community of Practice (ECoP)**

ECoP design will allow supporting educators’ professional development. It can provide a foundation for collaboration and reduced isolation, allowing participants to extend teaching and research capacities. Significant social dynamics and group processes that shaped their practice included a common focus, personal and professional relationships, safe but challenging spaces and shared commitment.

## **Reducing the Prevalence of child Domestic Servitude**

Currently, PADet has been implementing a project entitled’ **Reducing the Prevalence of child Domestic Servitude** “in the Addis Ababa Region of Kolfe Keraniyo sub-city of Woreda 01 and 14 with a budget secured from Freedom Fund (from May 2021-May,2023). The project will improve community understanding of child domestic servitude and CDW rights.

Working directly with employers, recruiters, and transporters to increase understanding of CDW rights, the project aims to address exploitative behaviours. The project will also strengthen monitoring of CDW workplace conditions through formal legal community and government structures through local watch groups that will monitor the situation and raise awareness among employers of their responsibilities. Relevant cases will be referred to the government as needed. Lastly, the project will assist survivors of child domestic servitude, including shelter, psychosocial support, and education and livelihood support.