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YENEGE TESFA PARENTLESS STREET CHILDREN ORGANISATION

Quarterly Report

1 Overview

- Name of NGO: Yenege Tesfa Wolaje Alba Gondana Tedadari Hitsanat Dirijit
- Country: Ethiopia
- Region: Amhara
- Zone: North-Gondar
- Project Title: Care and Support for Orphan and Street Children
- Date: 01-04-2008 G.C.
- Reporting Period: **Quarter III (Janary-March 2008)**

2 Project components

Here, we summarize the project components planned for quarter III. Therefore consulted both our 1st and 2nd project proposal. Adjacent, we immediately discuss the objectives for each component.

2.1. Provide medical support for critically ill street children and orphans

This support will be available for 30 street children and orphans in the 1st quarter. If they are sick, then the organization will arrange the necessary inputs for medication by working with health institutions.

2.2. Extensions

Education support will be given to OVC's as long as Yenege Tesfa can bear it. Success at school probably will lead to success in job performance as well. So giving additional chances to study or to comprehend the subjects at school are likely to have a positive influence on the future changes of the OVC and his/her self-esteem.

2.3. Job skill training

Besides the job skill training for bigger groups of OVC's, who join each other in a kind of vocational training like hairdressing (cfr. Hairdressing quarter I), Yenege Tesfa also tries to apply a personalized approach. This means that eager OVC's who want to study or engage themselves in a vocational or skill training can count on support of Yenege Tesfa, as far as Yenege Tesfa isn't constrained by budget limitations or time for follow-up.

2.4. Workshop of child right for local entities

Although planned for quarter II, it is included here again since it was only executed the last months (see motivation Quarterly Report II).



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The objective of the workshop is to sensitize the local government bodies and the community on the child right and the responsibility of the local entities to decrease orphan flow from rural to urban areas and thus enlarge the street children's population.

2.5. Life skill training

Life skill training will be provided for 45 streetchildren. This training will help orphans and vulnerable streetchildren to cope with upper influence, to develop confidence and to become productive citizens.

2.6. Concerning the shelter

The shelter needed important maintenance works. The proposed building activities were all agreed by Dr. Mulat Abegaz (owner of the shelter) through Kebele administration.

Furthermore, to guarantee sustainability of the activities and a better follow-up of the OVC's living at the shelter, two guardians would be attracted.

To promote OVC's own responsibilities and to create visibility that also streetchildren and orphans have the right of proper belongings, metal boxes would be donated to store private belongings. Also new blankets will be provided for the boys living at the shelter.

2.7. Language school

Related to point 2.2, Yenege Tesfa considers education being tremendously important to OVC's. So, it is encouraged by YT in all possible ways. Since English provides many opportunities for Ethiopians and it now is the medium of teaching in the higher grades and university, it is very welcome to create better chances to master this language. Almost 20 children (OVC's) would be selected to attend evening classes for English.

2.8. Peace of Mind - Breadcoupons

YT also wants to implement and monitor sustainable systems to reduce hunger. The way food can be provided should be considered carefully. YT wants to focus on the Breadcoupon system and believes especially eager students shouldn't be bothered about food. The need of sufficient, varied and healthy food must be guaranteed.

3 Project Descriptions and Evaluations

3.1 Medical Support

Description:



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People Yenege Tesfa encounters in Gondar who actually should get medical support but don't seem to be able to themselves, are being assisted to a physician and pharmacist by a volunteer of our NGO. For this Yenege Tesfa works with vouchers. They allow the patients (or beneficiaries) to consult a doctor without payment but hand in a voucher instead. Every so often, Yenege Tesfa will repay the honorarium of the physician for all the vouchers used in the meantime. The same goes for the pharmacy.

The participating clinic was Kedus Gabriel. The newly installed partnership with the Kedus Gabriel pharmacy next door of is continued since last quarter.

Now, two people from Yenege Tesfa are both actively looking for half a day to find people in need for such medical care. This means Yenege Tesfa is not only receiving Habesha's coming to the office, but is also wandering in the streets to raise the number of beneficiaries and to enhance the accessibility of the project for underprivileged people.

If necessary Yenege Tesfa follows up the patient. For severe medical diagnoses or complications, Yenege Tesfa goes to the Hospital of Gondar University.

Evaluation:

Yenege Tesfa is proud to provide this support – or even service. It might be clear that we are giving access to basic facilities like healthcare for this kind of vulnerable people who would otherwise be deprived from these urgent caretaking.

It is challenge for Yenege Tesfa to be able to more directly be looking for these persons. Although we still have a lack of staff, time and money, Yenege Tesfa does everything what it takes to at least be 6 hours on the streets to find these people whose physical conditions urge for medical care.

Furthermore, a considerable number of patients we support are met accidentally or because they are referred by other social workers who are aware of the existence of this system. The latter points out Yenege Tesfa is well integrated in networks of social partners.

3.2 Provision of educational support: extensions

Description:

Students who are eager to study should be reinforced. It shouldn't be the case that rich students who can afford paying extensions can increase their performances at school but other ones don't get the chance. Thus Yenege Tesfa attracted funds so students keen on working hard can now go to extension classes.

Evaluation:



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Starting this project component rewarded us with many smiles of students who felt happy since they saw a brighter future and their chances for a proper education being maximized.

Students had to pay the extension class themselves after Yenege Tesfa gave them the money. A week later they had to come back with a ticket to show the money was not used otherwise than for extensions. We highly appreciated this system since it prevented cheating and it increases the responsibility of the individual student when they felt trusted by Yenege Tesfa.

School reports and visits to the teachers of students we support, do show that a majority of them is performing extremely well. Several of them are even scoring in the highest percentiles of the class.

3.3 Personalized job skill training

Description:

Henok, a well-known OVC by Yenege Tesfa, convinced us that he was very motivated to follow a vocational training he selected himself.

He is working independently now. Yenege Tesfa often meets the boy to evaluate how his training is proceeding. In fact Yenege Tesfa is only paying the study fees for this eager OVC, what normally still any devoted parent would be glad to bring up.

Evaluation:

Apparently students who get the change to participate in an educational or vocational programme which is their first choice are likely to perform very well. Therefore Yenege Tesfa believes in this kind of personalized support and reinforcement. The self-esteem of the OVC also benefits from this personal approach since the child can feel he is accepted as a unique person.

As mentioned before (QR- II), the case of Henok is like a pilot project: if successful, Yenege Tesfa will probably work more often in this way with individual OVC's.

3.4 Child right workshop

Description:

Yenege Tesfa organized the Child Right Workshop for people from social institutions in Gondar. More than 30 people from schools, governmental, local and international NGO's showed up for a two day training. Concepts like 'child development', 'reunification vs sheltering', 'harmful traditional practices' and 'stigma, denial and discrimination' were discussed on community level.

During this workshop YT underlines constantly the concern of effective and sustainable care and support for Orphan Vulnerable Children.

Evaluation:



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As before the cooperation with Alemu from World Learning was again highly successful. His teaching and training style should be an example or even model for all people involved in education, schools, workshops, etc. We are also grateful for the presentation of Social Affairs.

None of the important themes concerned child rights were avoided. We do think that's the way it should be. Taboos will only enlarge problems that children face nowadays.

Our invitations were directed to many people, so a variety of people with different but still related jobs were included. That made the debates even more interesting and strengthens the networks, not only for YT but also for other organisations who now benefit from new partners and links the established at this forum.

3.5 Life Skill Training

Description:

The LST includes a workshop of five days where boys and girls get encouraged to talk about 'life-important' subjects and practice different 'life-skills'. Themes like 'hygiene', 'sex', 'genetic manipulation', 'HIV/Aids', 'gender discrimination' are no taboo during this training.

After five days of intense workshops, there is a kind of follow-up by which the OVC's who did attend the training will learn how they can encourage other people in Gondar to act like a good citizen is supposed to do, with respect to public hygiene, proper behavior, etc.

Evaluation:

First of all, it is wonderful to see how a group of youngsters comes together. With the hours passing, their confidence was growing. All actively participated in debates, drama, etc. The many different methods the tutor Alemu from World Learning used, clearly helped to keep the attention high.

45 students attended and no one dropped out. YT thinks this is due to the quality of the training, the feeling of the OVC's they benefited from it, but also because we gave a per deim to the participants. Excuses or external motivations not to come, such as hunger or 'wanting to work', thus were tackled.

3.6 Concerning the shelter

Description:

The construction works were mainly restoration; including rebuilding a sustainable toilet, repairing the roof and installing a basic shower for the necessary hygiene. Also the compound had to be connected to the water supply system.

Metal boxes that fitted under the beds had to be made for the OVC's living at the shelter. Ant YT let out blankets on lease for every member of the shelter.



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Finally, guardians were recruited. Weekly one of them is invited to give report about what's going on at the shelter and is our boys are doing well.

Evaluation:

The house is now in a good condition. Much more easy to clean and it gives protection against harse weather conditions and other treats OVC's face if they have to sleep on the streets.

The new bedclothes and metal boxes effectively increased the sense of responsibility. Problems as lost school books, insinuations of theft or fear of loosing something personal are no gone. Obviously, the boys are now proud holders of a bed with bedclothes and a private metal box.

The selection of two guardians went rather smoothly. At first, maybe some boys were surprised of the increased follow-up, but soon they saw the advantages of having two persons around who could help them, advise them, take care of them.

The weekly meeting with one of the guardians is very successful, we now have a clear and more complete idea of how our boys are progressing. A report book and the files of the members of the shelter, make it possible to keep track of everyone's evolutions.

3.7 Language School

Description:

18 boys and girls started with language school. Every evening, for the next six months, they have to go to school where they will be teached the basic grammar and vocabulary of the English language. They need this language if they want to go on with school (grades 10-12 are already in English, so do the universities).

All youngsters who go to school, get a dinner afterwards in return. This is to prevent drop-out, after all when they are attending classes, they can't work to earn some money for food that night.

Evaluation:

Except for the fact that we think teacher Ato Fekadu could apply some more up-to-date teaching methods and styles, our OVC's are eager to learn English. They well understand the opportunities it is creating for them.

We definitely can say that Yenege Tesfa learned a lot from previous projects and evaluations. Rewarding the boys and girls with a dinner afterwards, is motivating everyone. The drop-out in the first months therefore was limited to 2 (from which one due to severe sickness).

It is nice to see how interested and proud everybody is.

3.8 Piece of Mind - Breadcoupons

Description:



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YT now follows up the system of bread coupons – the so called ‘Peace of Mind’ vouchers – that is launched on a voluntary base by some expatriate workers in Gondar already some years ago. The system is also explained in the Lonely-Planet Guide of Ethiopia and Erithrea. YT wants to make sure the breadcoupons reaches the right people; the system doesn’t encourage begging and is not only for ‘faranjies’ or tourists.

Basically people in need can receive these coupons from other donors who first bought the coupons in one of the distributing places like hotels. The beneficiary who received a coupon can go to the cooperating bakeries and get some bread for free. After that YT goes to the bakeries, count the coupons and pay them for the bread the handed out to the beneficiaries. Finally, YT gives new stock to the distributing places and gets the money of the sold coupons in return. The system doesn’t make any profit. Buying a coupon for bread costs exactly the same amount of birr as buying the same bread straight from the bakery.

Next to this piece of mind system, YT thinks that eager studying students should be rewarded and not be bothered about hunger . Therefore all the boys from the shelter in addition to some OVC’s supported by YT for school, can weekly collect a fixed amount of breadcoupons together with some fruits at the office of YT. Also, YT wants to prevent OVC’s not attending school with the excuse forced to work to at least eat something.

Evaluation:

Having something to eat is a major concern for all the people living on the street.

YT thought it would be better if the piece of mind system, introduced many years ago, was followed up adequately. The language on the coupons and poster is both English and Amharic. This has a positive impact on the accessibility of the system by both Habesha’s and tourists.

Besides that, we’ve included a message on the coupons to encourage people to think about creating (in)dependency of the poorest among Gondar.

The system goes well and is expanding very fast. One member of YT is busy with this minimum one day a week.

About the direct support YT gives to students, YT considered the amount of support carefully, thus not create dependency. The limited number of coupons makes the OVC’s still have to work a little - when there is no school - to get sufficient daily food.



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4 Summary

4.1 Proposed actions who are actually carried out

The following actions that were carried out included the programme on medical support (1), the educational support in the form of extensions (2) and the personalized approach for job skill training (3). The child right workshop (4) was also held this quarter, so does the life-skill training (5). All activities from the second project proposal were implemented too, consisting of: maintenance and renovation works at the shelter (6), selection of two guardians (7), donation metal boxes (8), starting the language school programme (9), and the takeover of the piece-of-mind breadcoupon system (10).

4.2 Challenges encountered and possible solutions

- Challenges for Yenege Tesfa based on this quarter are related to time and lack of staff (like in the previous quarter). Fortunately, some volunteers like to help Yenege Tesfa without expecting any payment. Nevertheless, that means they still have to focus on another job to earn money.
- Another challenge for Yenege Tesfa is to plan over a longer period of time. Nevertheless, Yenege Tesfa can't do this alone. A global planning sometimes is undermined by urgent - but unexpected - assignments or calls for meetings from other institutions or partners. A coordinated planning for a prolonged period of time from the whole field of social work probably would result in a drastic increase in efficiency.
- If we would have the disposal of funds for salaries, we could attract coworkers or full-time employed staff which would guarantee more flexibility from Yenege Tesfa. This implies our NGO to be more easily reacting on urgent calls or needs without undercutting Yenege Tesfa's ongoing activities of that moment.

4.3 Changes and adjustments to the original proposal considered necessary to get maximum results and benefits from the project.

One adjustment is the elaborated educational support which now also includes a more personalized approach. In this case, clearly motivational benefits are seen.

Postponing the child right workshop didn't mean a cancellation of that project at all. In fact, the project became a huge success and definitely is worth doing again.

Finally it is important to mention that we were happy that our coordinating agencies were so kind and helpful to quickly approve our second project proposal. This second proposal already included some changes and adjustments to better reach our target group and guarantee better outcome and results. And as expected, YT was competent to realize the whole new project proposal.



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5 Realized benefits

5.1 Amount of beneficiaries

Subtotals:

40 for the medical support

5 for the educational support in the form of extensions

1 boy for the pilot case for job skill training

45 with the Life Skill Training

30 with the Child Right Workshop

18 for the language school

200 (estimation) children with the Piece of Mind

Total number of beneficiaries: 339 OVC's and street kids, excluding the indirect support for the relatives and families of the beneficiaries. Also as written further down, we still supported 120 families with food, together with UNWFP.

5.2 Reaching the OVC's

Since this is the main target group of Yenege Tesfa, we definitely reached a considerable amount of OVC's in and around Gondar town.

5.3 Sustainability

OVC and streetkids who do go to school, thanks to the support from Yenege Tesfa, have a much higher probability to be productive citizens and are much more prepared to take care of themselves in a sustainable way.

5.4 Level of participation

Yenege Tesfa is a major advocate in working together with other NGO's and social workers. Our network spreads itself out to other organizations in Gondar, international organizations like WFP, NGO's overseas and we try to have a well integrated approach encouraging Gondarians themselves taking care of the more needy people among them. A project like Child Right Workshop again proves how good Yenege Tesfa is embodied.

5.5 Gender

Being a small NGO, we can't always equally support both girls and boys, since they require a different approach and another kind of caretaking. Nevertheless, we include as much as possible female and male beneficiaries. With projects like medical support, life skill training and language school we positively realized doing so.

5.6 HIV/Aids



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Many street kids are OVC's because of indirectly being a victim of HIV, for example when they lost their parents due to Aids.

Yenege Tesfa provides regularly information on the subject of HIV/Aids to people we meet at the office.

Thanks to the network and cooperation with other institutions or NGO's, we also have the right knowledge to refer people to bodies who are more specialized and involved with this matter.

Testing and follow-up, prevention and awareness about HIV/Aids is often going together with the medical support programme of Yenege Tesfa.

The members of YT were also represented on the International HIV/Aids day at Meskel in Gondar.

5.7 Environmental effects

Our proposed projects are certainly very environmental friendly. All new implemented projects are very ecological in that way that they include Habeshas and Ethiopian materials as much as possible. Thus giving more input for the local economy and providing valuable jobs. E.g. extensions and vocational trainings and language school by Ethiopian teachers and institutions in Gondar.

6 Other development updates

6.1 Shelter YT

- Together with the 10 OVC's living in the shelter of Yenege Tesfa we had productive monthly meetings. Our OVC's could formulate problems they encountered and express their dreams for the future. Every week on Monday the OVC's come to the office of YT to get their breadcoupons and to evaluate the last week. Yenege Tesfa listened attentively since this information is fruitful to develop further strategies to realize our vision and mission.

6.2 Committee

- Normally a monthly meeting with the committee members would be held. Unfortunately we assessed again that this was very difficult in the second quarter. Because of various reasons, committee members didn't make it to attend the planned meetings. Yenege Tesfa felt this as an obstacle to make important decisions at the required time. Because of the same ground, strategies to be implemented in the future are sometimes delayed.

- Temporary allocation of volunteers of our committee (to Addis Abeba for instance) by their employer, compromised the creation of an adequate solution for the problem as mentioned here. Hopefully we can work something out in the next quarter.



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6.4 WFP

Not only through the 5 caregivers assigned by Yenege Tesfa, together with UNWFP, we are able to support 100 families foodwise. This quarter we had two more volunteers involved in the follow-up of this project, including visiting the families in their own Kebele.

6.5 IGA and Microfinance

To be prepared for a life on their own, the OVC's at the shelter should learn to deal with working and administering money. So for an acceptable amount of time, our kids are involved with income generating activities. This IGA mostly consists of a shoe polishing service or walking with a small selling plate for napkins, chewing gums, biscuits and so on. To control this IGA we motivate the OVC's through a individual budget plan.

Borrowing loans and its reimbursement is all based on the principles of **microfinance**. This microfinancing allows OVC's to start up their own small IGA to earn something extra.

6.6 Assessment of streetchildren in Gondar

In cooperation with the department of psychology of Gondar University, we assessed 120 streetchildren. Students of clinical Psychology, monitored by their teacher on the subject, prepared questionnaires and did interviews with streetchildren in Gondar. This big survey provided information of incredible value for Yenege Tesfa and gave insight in problems among streetchildren and causes of streetlife. It certainly is the interest of Yenege Tesfa to prepare a general report about these findings from the individual interviews, if time and funds could be made available. Many institutions in Gondar would benefit from the knowledge of this spot-on research about streetlife in the Amhara region.

Moreover, the finding and reports from the students of GU, will be a very important instrument to select new candidates for the shelter of YT, where there is again capacity for new OVC's.

Another positive outcome is the effect it had on the students of psychology. This applied, highly ecological valid research, enhances student's interest to find and create jobs in the future by which they can participate themselves in the alleviation of problems and challenges faced in Ethiopia.

Made on the 1th of April, 2008