



HOPE FOR CHILDREN AUSTRALIA LTD

**ANNUAL REPORT
2017 - 2018**



BACKGROUND

Established by Jacqui Gilmour in 2004, Hope for Children (HFC) Organisation Australia is a registered non-profit organisation with the objective of supporting the Ethiopian community in the areas of health, education, capacity building, and livelihoods. HFC works to support vulnerable children, young people and their families to realise their inherent potential to overcome their livelihood wellbeing. Following the establishment of HFC-Australia, Hope For Children Ethiopia was established as an indigenous NGO and implementing partner for the programs funded by HFC-Australia. The organisation has provided support for Orphan and Vulnerable Children (OVC) with a special focus on those impacted by HIV/AIDS. The programs implemented by HFC Ethiopia include women's livelihoods, child sponsorship, Home Based Care Service, a reproductive health program, provision of full-time pre-school and primary education and a Youth Enrichment program.

In 2010, HFC registered in Ethiopia as a foreign charity under the new Ethiopian Charities and Societies Proclamation 2009, licensing it to implement and fund programs directly in Ethiopia. The organisation currently operates in different sub-cities of Addis Ababa to serve its target community of orphans and vulnerable children (OVCs) and their families as well as women who are returnees from the Middle East.

OUR VISION

An Ethiopia where vulnerable communities have the capacity and resources to participate fully in creating meaningful solutions for their lives.

OUR MISSION

HFC works with vulnerable Ethiopian communities in the areas of health, education and livelihoods. HFC's approach is two-fold: to foster community based participation, resilience and creative problem-solving to address current challenges; and to develop replicable models of success for dissemination across Ethiopia

OUR VALUES



We believe in human potential.

We strive for innovation, creativity & resourcefulness in all of our work.

We believe the communities where we operate have a vital role to play in our decision-making processes and work.

We believe in building trust with our stakeholders by operating with accountability and transparency.

HOLISTIC SUPPORT

Across 3 projects (SSY - 215 students, HFC KG - 99 students, HFC Sponsorship - 234 children) HFC provided:



Monthly Food Allowance

Monthly food support was provided to **250 beneficiary families** to reduce absenteeism and drop out rates and enhance children's school participation and performance.



Uniforms & School Materials

Every student is provided with a school uniform and all necessary school supplies for the year. **548 Students** received scholastic support.



Health Service Support

Reimbursement is provided for beneficiaries to ensure the health status of all **548 students** and overcome the financial barriers to health-seeking behaviours. The project provides also annual general health checkups for project beneficiaries.



Transportation

Without being provided with a bus service, most of our students would not be able to afford getting to and from school every day. **166 Students** currently use our transportation service. Transportation allowances are provided to the rest of the students.



Higher Education Support

Financial and material support is provided to students attending university or college to assist with basic personal needs. Currently **52 higher institution students** receive educational support.



School Feeding Program

All **314 students** receive three meals every weekday so that they have guaranteed access to nutritious food and can focus on their schoolwork.



Special Support

Special support is given to selected children, on a case-by-case basis using the emergency fund when it is identified that there is a serious problem in financing school fees, house rent, food, or living and medical expenses beyond the budget assigned for beneficiaries. **8 beneficiaries** received special support.



Supplementary Food Support

Additional food supply is provided for children living with HIV to improve their immune system. **8 families** currently receive supplemental food support.



"I believe in each and every child at St Yareds. I am fully aware of every child's circumstances and have every confidence they will all reach their full potential."

- Yared Wolde, Co-founder



The School of St Yared (SSY) provides students from the poorest communities in Addis Ababa with three meals a day, a school uniform and, most importantly, a **free, quality bilingual primary education**.

The holistic curriculum includes a focus on real-life application, and a nurturing, child-centred environment, vital for instilling a sense of self-value and potential in each student. In turn, the school's intentional, community-based approach ensures that this sense of value and potential impacts the broader community in tangible, meaningful ways.

Our goal is to empower our inspiring students to break free from poverty, and become the future leaders of their communities and their country. Our programs provide a range of holistic services with a particular emphasis on reducing barriers to educational access and achievement.



STUDENT CLUBS

Student clubs form an important part of our educational model. Students are able to pursue their interests and develop new skills while continuing to expand upon what they have learned in the classroom.

Student club participation for the 2017-2018 school year is summarised below:

No.	Name of club	Participants	
		Teacher	Student
1	Literature and drama (Amharic)	5	19
2	Science club	5	17
3	Health club	5	21
4	Mini media club	5	21
5	Art club	5	22

HIGHLIGHTS



Presidential Visit

In May we were honoured to receive a visit from His Excellency Reuven Rivlin, President of Israel, and Ambassador Raphael Morav. Our students impressed our very important guests with their hospitality and, of course, their skills and passion in the classroom.

Nations, Nationalities and Peoples' Day

St Yareds' students celebrated the diversity and beauty of Ethiopian culture through a variety of activities including music and dance. Our Civics and Ethics teachers took responsibility for organising the program.





Grade 8 National Exam

This was a momentous year for our Grade 8 students - the first group of students to join St Yareds as Kindy students ten years ago - as they sat the National Examination. This was the first time that SSY students took the National Exam and was thus an important benchmark of the success of our educational model. Students who pass the exam can continue onto high school.

Our student exceeded all expectations.

We had 6 of the Top Year 8 students in Addis Ababa out of 48,000 students who took the exam!

INVESTING IN TEACHERS

THE SSY DIFFERENCE



Relationship Building & Child Safety

The powerful relationship between our teachers and students is something that sets The School of St Yared apart. In fact, as Hirut, the Deputy Principal of our lower elementary school, has highlighted when faced with problems at home “...our students don’t go to their parents. They trust their school.” There are numerous cases where teachers and key school leaders have identified cases of abuse of students at home and been able to successfully intervene to ensure their safety. Having a relationship built around trust and mentorship enables students to thrive both socially and academically with teachers intimately understanding the backgrounds of their students as well as different gaps in terms of learning in the classroom.

Unlocking Student Potential

In order for education to be relevant in today’s rapidly evolving world, students must be encouraged to develop 21st century, or “soft skills” like collaboration, critical thinking and creativity. Our innovative model of experiential learning provides student-centred, real-world learning opportunities. Our teachers play an integral role in unlocking these capabilities as the positive learning environment they create and the close bond they form with their students enables greater confidence and therefore greater learning outcomes for our students.

Building & Maintaining Quality Educators

Investing in quality teachers is critical to the success of the School of St Yared. In the past, we have faced high teacher turnover rates and struggled to maintain a quality team of educators from one school year to another. Through the generous funding that you provided, we have increased the monthly salaries of our teachers in July 2017. This has enabled a significant decrease in teacher turnover and, perhaps most importantly, showed much needed appreciation for the invaluable role that teachers play in executing our vision and ability to maintain a high quality of education.

MEET HAMLET



“Hamlet is my best teacher,”

one student exclaimed as she passed the phone bearing her favourite teacher’s photo around her circle of friends so each could give the image a kiss.

Hamlet is one of our star teachers. She is unanimously loved by her students and exudes positivity while actively instilling the importance of kindness and optimism in her students. She truly leads by example. During one of Hamlet’s recent lessons, she had her students sit in a circle. She left two empty chairs and called on a student to sit in one of them and tell the class what she loves about the classmate beside her. She emphasised that all of the students have different talents and that we should appreciate one another. Clearly the love is contagious.

CAPACITY BUILDING

We recognise that our teachers and staff are our most important asset and made a concerted effort to find new ways to empower and support our local team during the year.

Teacher salaries were increased in July 2017. This has significantly helped to reduce teacher turnover rate and ensured that our teaching team is appropriately compensated for their invaluable contribution to our work.

Additional opportunities for capacity building included Jolly Phonics training, an innovative program designed to promote early literacy through sounds and motions, and teacher training and evaluation led by Accelerated, an Addis-based educational consulting firm.






ACCELERATED

Accelerated provides personalised teaching coaching tailored for the African context with a specific on promoting 21st century skills in the classroom. Through a unique blend of behavioural sciences, technology and classroom data proven instructional strategies are used to implement high quality coaching to meet the needs of students and teachers. By utilising *continuous* coaching, Accelerated provides significant and sustainable capacity building techniques to maximise teacher performance, engagement and retention.

Since August 2017, Accelerated has been working with School of St Yared, to design and implement a custom training and evaluation program. This included creating a more robust system for measuring student achievement, creating benchmarks for student progress, measuring fundamental skills in English and Maths, providing school comparison analysis and in depth teacher training.

Each teacher from The SSY was paired with a teaching coach. Training topics included Classroom Management, Active Learning, Student Psychology, Creativity and Critical Thinking and Improved Tests and Assessments. The Coach performed classroom observations to collect data and provide targeted feedback to each teacher. Group feedback sessions provided additional opportunities for teachers to share through peer-learning and school community building. Goal-setting and greater accountability were promoted through Accelerated's teacher-centred approach.

How is Accelerated 'different'?

	ACCELERATED LESSONS	CONTROL GROUP LESSONS
TEACHING- LEARNING PROCESS 	Teachers regularly use student-centered learning methods leading to engaging lessons and higher student learning.	Most lessons are "chalk and talk" with very few opportunities for collaborative learning. Over 83% of surveyed students report classes as "Boring".
STUDENT PARTICIPATION 	Student participation has been increasing quickly each month. Focus is on peer collaboration and participatory learning activities.	Student participation is limited to basic "Q&A" and note-taking. Very few group activities take place.
CLASSROOM DISRUPTIONS 	Disruptions are minimized as teachers are equipped with better classroom management skills. As lessons tend to be less boring, students tend to focus more on tasks.	Disruptions are high and result in less time on task. Many teachers resort to harsh punishment to control students.
HIGHER ORDER THINKING SKILLS 	Teaching methods focus on boosting 21 st century skills in the classroom. Teachers report increase in student outcomes.	Creativity and critical thinking are limited as most lessons use repetition and rote memorization as the main learning methods.

Overview of Activities

394 TOTAL
CLASSROOM
OBSERVATIONS

14 AVG. CLASSROOM
OBSERVATIONS
PER TEACHER

7 TEACHER
TRAINING
WORKSHOPS

22 teachers
trained



13



9

Key Results

41%

INCREASE IN ACTIVE LEARNING

Teachers are applying active learning principles consistently and have made significant improvements over time.

30%

INCREASE IN CLASSROOM MANAGEMENT SKILLS

32%

INCREASE IN GUIDANCE AND FEEDBACK



Teacher Feedback

"ACCELERATED HAS GIVEN ME NEW TECHNIQUES IN ADDITION TO MY EXISTING TEACHING METHODS TO MAKE MY CLASSROOM EXPERIENCE VERY EFFECTIVE."

- Ms. Hamlet, Teacher

"I HAVE RECEIVED VERY GOOD KNOWLEDGE FROM THE ONE-ON-ONE FEEDBACK SESSIONS AND THE COACH HAS HELPED ME SET EASY AND APPLICABLE GOALS TO IMPLEMENT IN THE CLASS."

- Mr. Bitewlegn, Teacher



KINDERGARTEN

Kindergarten (KG) is one of the education services that HFC provides to children from poor families. The early childhood education program focuses on learning socialisation, basic ethics and bilingual language skills including basic alphabets in Amharic (the native mother tongue) and English. The opportunity to access quality early childhood education has given students a major advantage over their peers. Notable improvements have been seen in the students' communication, and literacy skills. A total of 99 children attended HFC's kindergarten during the 2017-2018 academic year.

In addition to full-time schooling, the KG program includes the provision of transportation and a school feeding program along with uniforms and all learning materials for every student.



"St Yareds has a very big place in my life. It has given me the opportunity to be successful and you need to be lucky to get that kind of opportunity"

- Kalkidan, Grade 9 Student

Gizework, Kalkidan's mother, keeps a box with all of her daughter's academic certificates and awards which she locks away like a treasure chest. She beams when she speaks about her daughter: "I hope Kalkidan can become whatever she wishes to be. I expect her to have a good life."



Meet Yabsera

“I don’t want this life. I want more.”

Yabsera lives with her mother, father, older sister, younger brother and her sister’s baby, in a two-room house constructed from mud. Like all houses in the community, her home is made from makeshift materials as the land is owned by the government and it is not allowed to build permanent structures. Yabsera’s father works in construction as a daily labourer and his income is often irregular.

Every day to get to school, Yabsera crosses a bridge over a small river and climbs the hill that connects her neighbourhood to the main road to begin her forty-five minute walk to St Yared’s. English is her favourite subject as she enjoys the use of dramas, poems and dialogues. She is active in English club at school and enjoys drawing pictures. Yabsera helps her mother at home by buying bread for her younger brother for breakfast, cooking in the evenings and making coffee for her father when he arrives back from work. She also proudly reports that she “washes her socks everyday” after learning about hygiene in health club and has started making fruit salad with dinner and advising her family on better nutrition.

Although Yabsera’s mother only completed Grade 4, Yabsera’s current class, she fully believes in the value of education and wants her daughter to have the opportunities that she lacked. She tells Yabsera that, “Life depends on education” and believes that Yabsera is the one who will be able to support her siblings in the future. Yabsera is very close with her mother and regularly shares what she is learning in school with her. She has even advised her mother about family planning which she learned about in Science club.

Yabsera aspires to be a doctor to better her community. She has a natural desire to help others and dreams of one day building a new home.

WOMEN'S LIVELIHOOD & ANTI-TRAFFICKING



The general objective of the project is to improve the socioeconomic status of vulnerable returnee migrant women and vulnerable young women in Addis Ketema to develop alternative livelihoods. Specifically, it is working to improve the economic and social opportunities of vulnerable and young women who are at risk of further migration and returnees. The project also aims to reduce the psychological problems of target women through counselling and reintegration services.

Livelihood Support

67 new beneficiaries (returnee women from Middle East) were selected in collaboration with the local government this year. In order to promote sustainable livelihoods, 25 beneficiaries were engaged in Vocational Skills Training in food preparation; 12 beneficiaries were engaged in tailoring and 30 were involved in individual Income Generating Activities (IGA) such as running beauty salons, baking and distributing injera. All new beneficiaries received five days of Basic Business Skills training and were provided with financial support (estimated at 9000 Eth birr) to start their planned businesses.

Psychosocial Support

Psycho-social support is essential to help beneficiaries to address any psycho-social problems as they work towards self-reliance. The program provided selected beneficiaries with six sessions of group counselling and offered individual counselling on an as-needed basis. 39 returnees received four additional sessions of individual counselling.

Additional activities carried out during the reporting period included a three day's life skills training given for 120 existing and new beneficiaries with the purpose of to help the beneficiaries to reshape psychosocial problems and gain the skills needed to deal with the demands and challenges of everyday life, with a particular emphasis on risk situations.

Awareness Activities

Raising awareness about the causes, consequences and legal frameworks surrounding unsafe/safe migration is another major aim of our anti-trafficking program. In addition to distributing fliers and documentation about migration, HFC participated in a televised talk show on Addis TV, shared its experience and expertise with more than 200 people from different community groups in an event organised by the Women and Children Affairs Bureau, and conducted capacity assessment of CBOs to improve their understanding of migration and trafficking. Through the process of collaboration and training of CBO's (Women Associations and Iddirs) they have now integrated the issues of safe migration into their by-laws and within their annual action plan.



Summary for budget utilisation (July 1, 2017-June 30, 2018)

S/N	Budget Category	Plan	Performance	Utilisation Rate
1	Total Sponsorship & Scholarship Project Costs	1,372,442.76	1,201,430.48	88%
2	Total Children and Youth Enrichment Project cost	618,753.00	514,617.75	83%
3	Total Sexual & Reproductive Health costs	59,400.00	41,065.21	69%
4	Total W&C Livelihood Project cost	2,964,336.36	2,054,729.29	69%
5	Total Community Saving Direct Project cost	518,372.00	443,228.28	86%
6	Total First & Second Cycle Education cost	7,933,784.25	6,773,548.53	85%
7	Total Administration Cost	1,764,591.56	1,661,262.26	94%
	Total	15,231,679.93	12,689,881.80	83%

KEY CHALLENGES

School of St Yared

- Managing cycles across different campuses proved challenging for school administrators and educators.
- Need to improve school facilities
- Staffing gaps during hiring process (Maths, PE, KG)
- Fluctuation in commodity prices like food due to inflation

Women's Livelihood Program

- Need for more differentiation in startup capital and support given to different types of businesses
- Need to create more tangible ways to measure success of counselling and psychosocial support services

Sponsorship Program

- Lack of an M&E Officer to monitor program
- Consistency of funding, particularly for Economic strengthening Activities



MOVING FORWARD

As we look to the future we endeavour to continue the provision of quality education for the children currently attending The School of St Yared. This includes our vision to open a secondary school so that we can support our students through the entire trajectory from early childhood to Grade 12. In recognition of the importance of educating the whole student, we plan to strengthen our counselling services for students.

For our livelihood program, we hope to continue to evaluate and improve upon our current offerings while expanding out services to other needy communities through mobilising funding from a diverse portfolio of donors.

Amesegenaleau! (Thank You)

We are grateful for the support of our network of partners and donors. It is only through active collaboration and continued belief in our mission that we are able to deliver high quality programs to serve communities in Ethiopia.





Hope for
Children

Hope for Children Australia is a registered ACNC charity.

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