

# **1. ORGANIZATIONAL BACKGROUND**

## **1.1. Establishment / Organizational Aspiration:**

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Love In Action Ethiopia/LIA-E/ is an indigenous, not-for-profit, non-governmental charitable organization established and registered in 2001 with the ministry of Justice and re-registered on October 30, 2009 with Charities and Societies Agency of Federal Democratic Republic of Ethiopia as an Ethiopian Residents Charity. Love In Action Ethiopia was established with a view to serving the poorest, underserved, most vulnerable, most at risk, and marginalized segments of the population; including children, youth and women. Over the years, LIAE has grown to serve its target beneficiaries through participatory development programs focusing on creating access to quality educations for children and adults; HIV/AIDS prevention, care and support; and capacity development. All through its periods of struggles, LIAE has grown beyond simply raising awareness and developing skills into rendering more sustainable and meaningful solutions for the multifaceted socio-economic problems of the community and in turn start to save life of the generation.

## **1.2. VISION:**

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Love In Action Ethiopia aspires to see improved life in the rural (remote) and urban areas by the effort of the people themselves, and with the minimum external intervention.

## **1.3. MISSION:**

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LIA Ethiopia is committed to bring sustainable change and transformation among the society through concerned effort of the community and genuine participation of all stakeholders. LIA Ethiopia, at its heart of activities promotes peoples' awareness so as to enable them participate meaningfully and practically in the development processes of their locality, region and nation.

## **1.4. PROGRAM FOCUS:**

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a. **Education And Skills Development Program (ESDP):** The key aspects which ESDP are focusing are:

- **Creating Access to Education**
- **Improving Quality of Education Services**

- **Increasing Educational Efficiency**
  - **Ensuring Equity**
- b. **Health Development Program (HDP)**
- **Health Education-BCC and Others.**
  - **Clinical Services Provision**
  - **Structural Supports (Community and Institutional Levels)**
- c. **Capacity Development Program (CDP): of Two Major Dimensions**
- **Institutional Capacity Development (ICD)**
  - **Community Capacity Development (CCD)**
- d. **Gender And Special Needs Support Program (GSNP)**
- e. **Infrastructures Development Program (IDP)**

## 1.5. OVERALL STRATEGIC DIRECTIONS OF LIAE:

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### Strategic Objectives:

- ❖ Deliver quality, safe and effective health and education services for all people.
- ❖ Promote and foster community based environmental protection and enhancement program
- ❖ Improve community access to drinking water and adequate sanitation system
- ❖ Establish community infrastructures
- ❖ Promote and implement quality programs/services to people with disability, elderly, women/girls and other less empowered community groups, as a cross cutting program

### LIAE's Overall Strategic Directions by Time Frame:

Love in Action Ethiopia has crafted a five year strategic direction so as to align its operations, projects and portfolio work to strategic goals of the organization on the first place; and secondly the needs and assets of the community. This will help the organization to address the practical, basic and felt needs of the targeted community and helps to ensure that the organization and its stakeholders including the staffs are doing the right things. We organize and call the new program or direction as New Community Led and Asset Based Yardstick (New-PLAY). To create clarity, the standard and program based idea or definition behind a word, **yardstick**, yardstick solutions are one that looks at multiple solutions to a

problem; or by **defining** the criteria with which a solution is chosen, each possible solution is then explained and a recommendation is made.

## **Rationale (motivation and justification) for designing the New PLAY**

Need for clear and focused development program

- Organizational dissatisfactions with/on the only-international donors-oriented ways of the organizational Interventions.
- Sometimes there is a clear ‘trade-off’ between ‘Organizational interventions and the ‘Prevalent Needs and Challenges of the community.’
- To support LIAE so as to focus and concentrate on its organizational objectives. ( We made directional changes in holistic manners from donor need based approach to community asset based approach)

Current good in-country Socio-economic and Geo-Political Context (Practices of Pulling Resources to Origins)

Fairly available opportunities in the country

Proven and diversified experiences of LIAE shown in different areas- this is motivating LIAE to reach more and impact further.

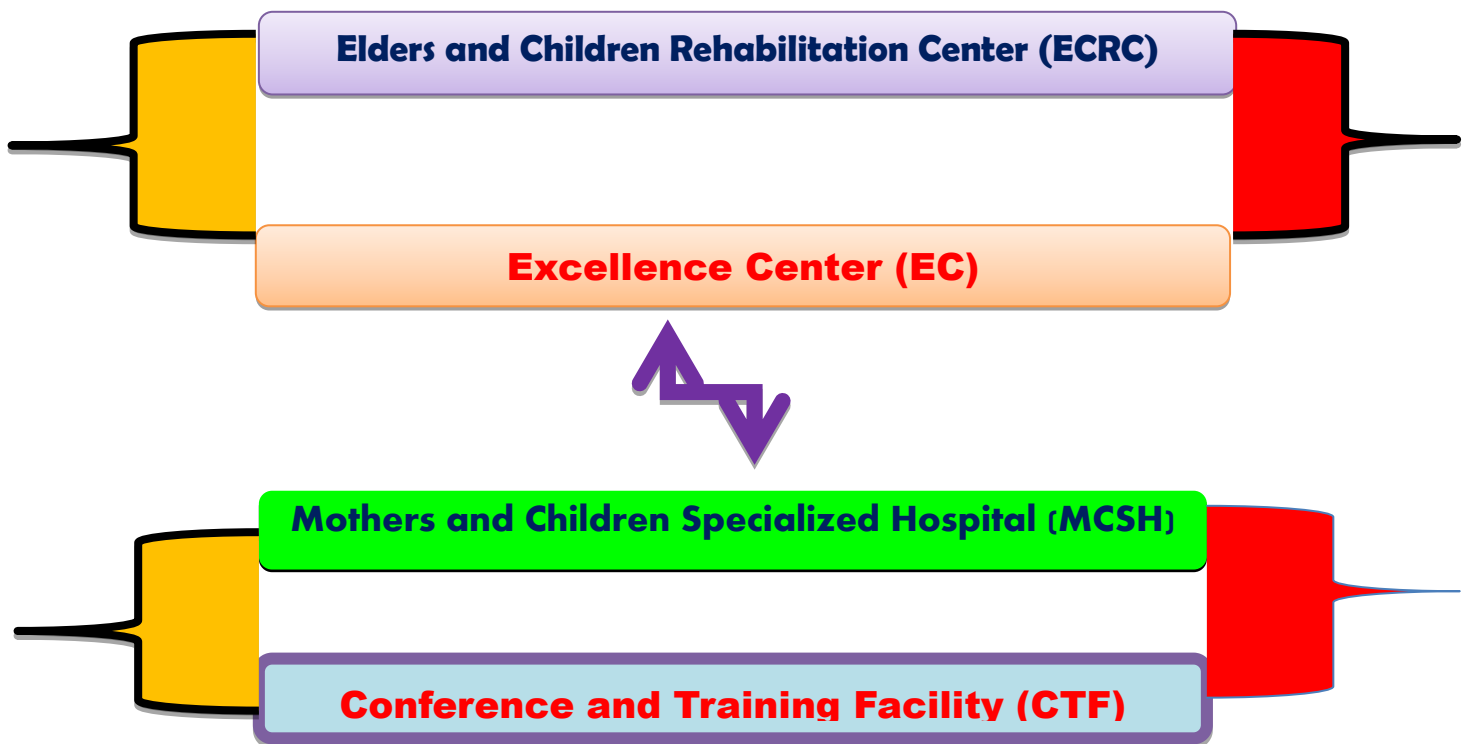
Need to expand organizational support programs in terms of volume, velocity and quality.

## **Major Programs in the New PLAY**

We designed the strategic direction of the New PLAY for the future in the immediate, medium and long term that the timeframe for strategic actions will be, 1, 3 and 5 years respectively. The major strategic issues which are included under the New PLAY program in the given different period of time are:

- ✎ **Design promotion and communication plans that includes partners awareness raising and image building (a)**
- ✎ **Throwing fishing nets for resources in informed and predictable ways for new project bid opportunities.**
- ✎ **Designing five years strategic plan.**
- ✎ **Designing and implementing Fund raising, Communication and Partnership Plans.**

- ✍ **Develop, promote and use evidence based scale out and scale up program implementation models.**
- ✍ **Integrate our organizational programs with other related faith based donors and individuals.**
- ✍ **Developing evidence based theory of changes to the organization overall; and by the major programs.**
- ✍ **Design strategies and policy frameworks to promote and used economic strengthening as cross cutting package to all of the organization interventions.**
- ✍ **Designing, prioritizing and launching the five year New-PLAY programs that include the following key interventions:**



## 1.6. Donor Organizations/ Project Titles of the Budget Year 2018:

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- ✘ **PSI Ethiopia/MULU KP/PP Activity Project:**
- ✘ **Project Hope –Community HIV Care and Treatment Program/CHCT/**
- ✘ **Kindepostzegele-Her Choices Program**
- ✘ **Kinderpostzegeles/ Education to Children on Employment (CLFZ-Program).**
- ✘ **MA/Ethiopia Social Accountability Program 2 (ESAP2);**

## 1.7. Geographic Intervention:

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Love in Action Ethiopia is functioning in three regions i.e. OROMIYA, GEMBELLA and SNNPR, covering Ten Zones.

### **SNNP Region:**

- ✘ Hadiya (Shashogo Woreda) and Silte (Hulbarag and Sankura Woredas)
- ✘ **Gurage Zone: Wolkite Town; Kebena Woreda; Gedebano-Gutazere-Wolene Woreda.**
- ✘ **Silte Zone:** Alecho Werero, Hulebarege, Dalocha Woredas
- ✘ **Sidamo Zone:** Leku Town
- ✘ **Walayita Zone:** Areka town

### **Gambella Region:**

- ✘ Gambella Town, Dimma Town and Dimma Worksites , Abobo Town and Pugnido/Gog Town

### **Oromiya Region:**

- ✘ **Illubabor Zone:** Mettu and Badele Town Administrations
- ✘ **South West Shoa Zone:** Woliso Town Administration
- ✘ **Jimma Zone :** Limmu Kossa town Administration and Limmu Kosa Work site

## 2. LIAE 2018 Executive Summary Report

Background		Indicators	Result Discussions					Key Challenges	Recommendations	Major Activities/Items for Information (AI)	Major Activities/Items for Decisions (AD)		
Project Title (Acronym) or Department Name	Background of the Project or Department	Key Indicators	Total Planned Beneficiaries (Dashboard Summary (BODS) 2018)			Achievements in 2018			Achievements in %	Key Challenges	Project/Department Recommendations and Other Considerations	Major Activities/Items for Information (AI)	Major Activities/Items for Decisions (AD)
			Male	Female	Total	Male	Female	Total					
Health Department	<p><b>MULU/MARPs: Project:</b> Reducing new HIV infection and focusing on BCC, BM, and Structural Interventions in 7 towns of Oromia, SNNPR and Gambella regions.</p> <p>CHCT: LIA-E will use high impact prevention, care and treatment interventions on KPPs with Project HOPE for 5 years, funded by USAID in 4 weredas of Gambella region.</p> <p><b>Her Choices Program:</b> is to improve social and economic status of girls through education and economic interventions by reducing SRH problems in 11 kebeles of Hadiya and Silte zones.</p>	BCC	8092	16751	34391	8250	17006	33078	96%	<p>Phase out of major programs lead to high skilled staff and expertise loss the organization-</p> <p>Weaken the administration capacity of the organization</p> <p>Short term big funding with big target expectations and administration burden</p>	<p>Aggressive fundraising efforts which will participate all the major actors and decision making structures of LIAE</p> <p>Revision of organizational structures</p> <p>Accelerated actions were taken</p>	<p>The organization has put all its efforts into fund raising and proposal preparation</p> <p>We prepared more than 6 new project proposals and 2 were successful.</p>	<p>Budget allocation for resource mobilization .</p> <p>Strengthen board engagement on resource mobilization .</p>
		Bio-Medical	17,386	21,169	38,555	17,996	21,230	39,225	102%				
		Health Materials (no)			1,472,828			1,689,017	115%				
		Structural/ Capacity Building	4003	5697	9700	4825	5718	10543	109%				
<b>Total Benficiers on Health Program</b>		No of Benf	29,481	43,617	73,098	31,071	43,954	75,024	103%				



<b>Education Department</b>	CLFZ/CLEAN: To promote and contribute to the comprehensive and participatory prevention and elimination of child employment through creating access to education to out of school children in 9 Kebeles , 2 Woredas, of Hadya Zone, SNNPR.	School Social Mobilization	Academic Services	6600	6183	12783	7095	3796	10981	86%	161%	Shortage of budget for administration expenses of the education project.	LIAE covered budget deficits from its own general account	Fostering resource mobilization for expansion and focus on proper knowledge management	We request support on education program expansion from professional volunteers.
				670	779	1449	1050	1287	2337						
<b>Total Benficies on Education Program</b>		<b>No of Benf</b>		<b>7270</b>	<b>6962</b>	<b>14232</b>	<b>8145</b>	<b>5083</b>	<b>13318</b>	<b>94%</b>					
<b>Capacity Department</b>	ESAP: The goal is strengthening Protection of Basic Services and Social Accountability Bridging Phase in 10 Woredas of Gambella Region & SNNPR(ESAP-BP)	Technical Capacity Building	Financial including SSHG supports	21139	21139	42278	20959.5	20959.5	41919	99%	129%	Phase out of major programs lead to high skilled staff and expertise loss the organization-  Government policy in connection to financial support to other institutions.	LIAE tried to drive learning and scale up and scale out Social Accountability concepts.	We work on new program on SA and other related interventions design in line with the new ChSA Law	>>
									83	100%					
		<b>No of Benf</b>		<b>21139</b>	<b>21139</b>	<b>42278</b>	<b>20959.5</b>	<b>20959.5</b>	<b>41919</b>	<b>99%</b>					
<b>Total Benficies on Education Program</b>		<b>No of Benf</b>		<b>21139</b>	<b>21139</b>	<b>42278</b>	<b>20959.5</b>	<b>20959.5</b>	<b>41919</b>	<b>99%</b>					
<b>Grand Beneficiaries Total</b>		<b>No of Benf</b>		<b>57,890</b>	<b>71,718</b>	<b>129,608</b>	<b>60,176</b>	<b>69,997</b>	<b>130,172</b>	<b>100.4%</b>					



## **3. MAJOR ACHIEVEMENTS(JANUARY1/2018-DECEMBER 31/2018)**

### **3.1. Health Program:**

#### **3.1.1. MULU KP/PP Activity Project:**

##### **MULU KP/PP Project Background and Overview:**

The Goal of USAID MULU HIV service for Key and priority population Program Activity was to contribute to the national target of reducing new infections by 60 % by 2020. KP/PP is a four Months Pilate project implemented in three regional states of Ethiopia namely Gambella, Oromiya and SNNPR. The project was implemented in three Regions of Ethiopia Namely Southern Nations Nationalities and People Regions, Oromiya and Gambella Peoples Regional State in Seven towns i.e. Hosanna Town from SNNP, Woliso,Bedele, Limmu work site and Mettu from Oromiya Region and Gambella & Dimma Work site from Gambella Peoples Region. The project had set out to achieve two strategic objectives. One is to prevent new HIV infections among at risk populations found in towns and commercial hotspots along with the South and West corridors. The second is Increasing the availability and accessibility of high-quality, comprehensive HIV prevention care, and treatment services for FSW and priority populations (KP/PP) in select priority geographic areas; and Strengthening the enabling environment to facilitate access to comprehensive HIV services for KP/PP and improve evidence-based decision making through planning, and monitoring and evaluation. The program delivered a comprehensive services such Behavioral Change Communication, Biomedical and structural interventions: Peer educators were trained and through different small group sessions FSWs, HRMs, AGYWs, WLs and LDT were addressed on Different HIV and AIDS related Issues that ultimately increase individual Demand to use packages of Health services including HIV counseling and Testing, Enrollment to Chronic Care and treatment services and Risk Reduction components as well. In addition to providing comprehensive services LIAE firmly facilitated to make the service provisions are nearby to the community demanding the services .so that private health facilities were also taken as service providing outlets and service were given to the needy community as an option in addition to providing services in the government facilities and

outreach programs. Likewise the respective regional government Bureaus up to it woreda level were very cooperative and LIAE had special recognition and credibility among the Government. With all these ups and downs PSI/E, the donor organization, support and closer follow up was very vital.

## **Major Accomplishments:**

### **Objective 1: Behavior Change Communication**

Despite Ninety eight percent of people have good knowledge about HIV/AIDS but the expected change of behavioral practice is not impressive. Thus, LIAE had carry on the New initiatives of 90-90-90 Fast Track Initiative by UNAIDS 2014, whose target is to end AIDS by 2030 by having 90% of people infected with HIV know their status, 90% of people who know their status are on ART, and 90% of people on ART achieve viral suppression by 2020.

Therefore, to prevent new HIV infections by reducing behavioral risk factors among Key and priority population through behavioral change communication LIAE has organized one day program sensitization workshop in each town with the key stake holders on USAID/ Mulu HIV Services for KP and PPs activity. On the session size estimation and mapping of hot spots and one day training for selected gate keepers on CP had conducted.

Similarly, with active participation of gate keepers and town prevention committee 315 peer educators were selected and provided three days training for FSW peer educators on peer learning guide line and three days training for PC & NPC peer educators on peer learning guide line for PC. After completion of the training, Peer Educators establish 652 peer education Group and conducted 2993 peer education sessions.

LIAE facilitated a referral service for 1467 KP and PP through the existing FGAE, governmental health centers and Hospitals for STI diagnosis and treatment. At peer education sessions following guidelines vouchers had distributed and confirm that those collected the vouchers receive STI & HCT services. Peer educators and participants were met with gate keepers to discuss on the challenges they faced during the peer education session. Also to strengthen HIV prevention activities through peer education sessions LIAE had Identify and train peer educator

supervisors. Peer education sessions were conducted based on standard guideline: Inter-personal communication (one-to-one outreach) Smart Journey (8 sessions) to FSW, Group sessions (focused on gender norms, gender based violence & discrimination w/KP and PPs).

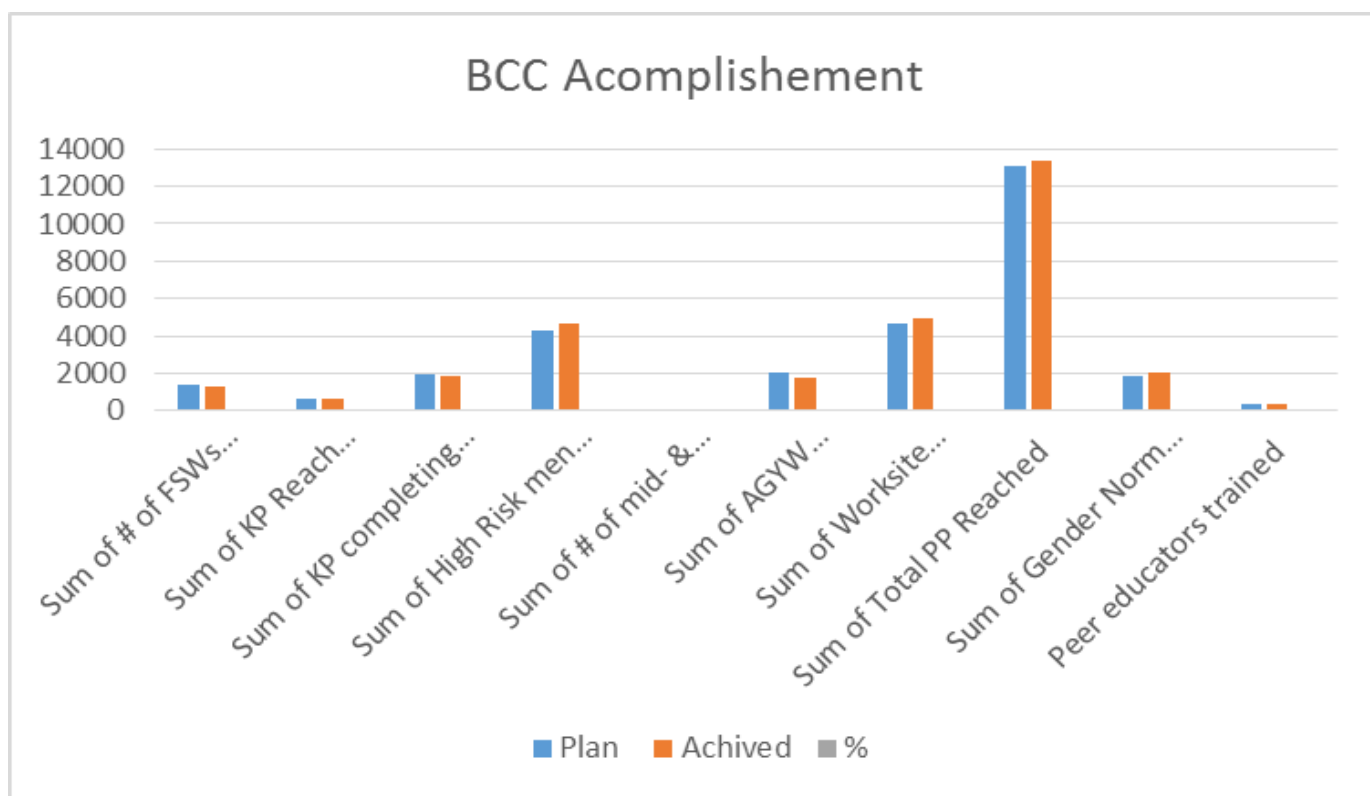
LIAE had distributed 35000 IEC materials were availed from government and other LIAE partners and distributed through peer education session and outreach HTS program. To strengthen HIV prevention activity through newly identified PLHIV, LIAE had identified PLHA peer educators for the Post test groups and all were provided training on posttest session for the PLHA Peer educators and conduct peer education program for tested PLHA groups. To strengthen behavioral change process BCC activities was compliment with Community-wide events (e.g. *modified community conversations*, condom promotions, gender, and discrimination).



**Picture 1:** High risk men at Peer education Session in Gambella

## Behavioral Change Communication summary Table :

1	BCC Activities	Plan	Achievement	%
1.1	PE target plan			
1.2	Sum of # of FSWs completing SGS	1338	1250	93%
1.3	Sum of KP Reach completing through O2O	600	624	104%
1.4	Sum of KP completing through SGS,O2O	1938	1874	97%
1.5	Sum of High Risk men completing	4295	4659	108%
1.6	Sum of # of mid- & long-distance truckers completing	75	75	100%
1.7	Sum of AGYW _completing	2052	1797	88%
1.8	Sum of Worksite completing	4700	4928	105%
1.9	Sum of Total PP Reached	13060	13333	102%
1.10	Sum of Gender Norm Reached	1888	2000	106%
1.11	Peer educators trained	315	315	100%



## **Objective 2: To promote and distribute health products for the targeted towns**

### **Conduct mapping activities to identify hot spot areas:**

During the implementation period, LIAE accomplished different HIV prevention activities including workshops among eligible target groups. Mapping and planning sessions with; health center professionals; peer educators and LIAE staffs were conducted to identify mobile and static population in the targeted town. The meeting was focused on identifying hot spot residence in LIAE target area in which KP and PP lives. Based on the selected residence LIAE had been undertaken activities specifically set during the planning session, Female Sex Workers (FSWs), HRM and AGYW truckers and worksite workers peer trainees were selected and provided peer education.

### **Condom promotion and Distribution:**

To strengthen the HIV prevention program LIAE had established 99 fixed condom outlets and distributed 1,260,762 (1,231,949 male and 28,813 female) condoms were distributed for Key population and Priority population through all peer education session and 99 condom outlets in hot spot areas which reside in all project implementation towns in hotels, groceries, youth centers and in car washing areas. The users are drivers, FSW, Worksite workers, out of school youth recreation centers. To make available condoms in the identified condom outlets the town level staff conduct periodical condom outlet supervision program and facilitate condom avail process from PSI and Government partner stakeholder offices. In the meanwhile, short term family planning products were provided for FSWs at FGA through peer educators' referral. Likewise, LIAE availed 400 Pre-packaged syndromic STI treatment kits and distributed through DROs and 279,771 water based lubricants were distributed for KP and PPs through DROs and outreach HTC programs.

As the core component of enforcing behavioral change by all prevention intervention, LIAE had conduct targeted and context specific outreach HCT services for hard to reach KP and PPs In consultation with responsible TWG and MTF members and in collaboration with other PEPFAR and non PEPFAR supported partners. Before conducting outreach HTC Test kit proficiency test was conducted by appropriate health professionals who are members of outreach program quality management team) to make sure that the test kits are up to the standards set and no default or expired kits. Based on the agreement reached, the outreach activities were conducted by LIAE

staffs. HTC was organized in densely populated pockets of the KP and PP residential areas. Through several Outreaches mobile HTS service program a totals 13838 (6210 Male 7628 female: 1874, FSWs, 1797, AGYW, 4659, HRM and 75 long truck drivers) targeted groups has been tested and of which a total of 632(91 %) (253 male and 379 female) new HIV positive result were identified, accordingly 522 (75 %) of them had linked to health facilities for medical care and support services. Because of the weekend program many busy members of the community benefit the service. To conduct HTS LIAE had used Index case testing and RDS as testing approach modality. As a result of using different testing approach modalities the overall project yield performance improved as expected level of project.

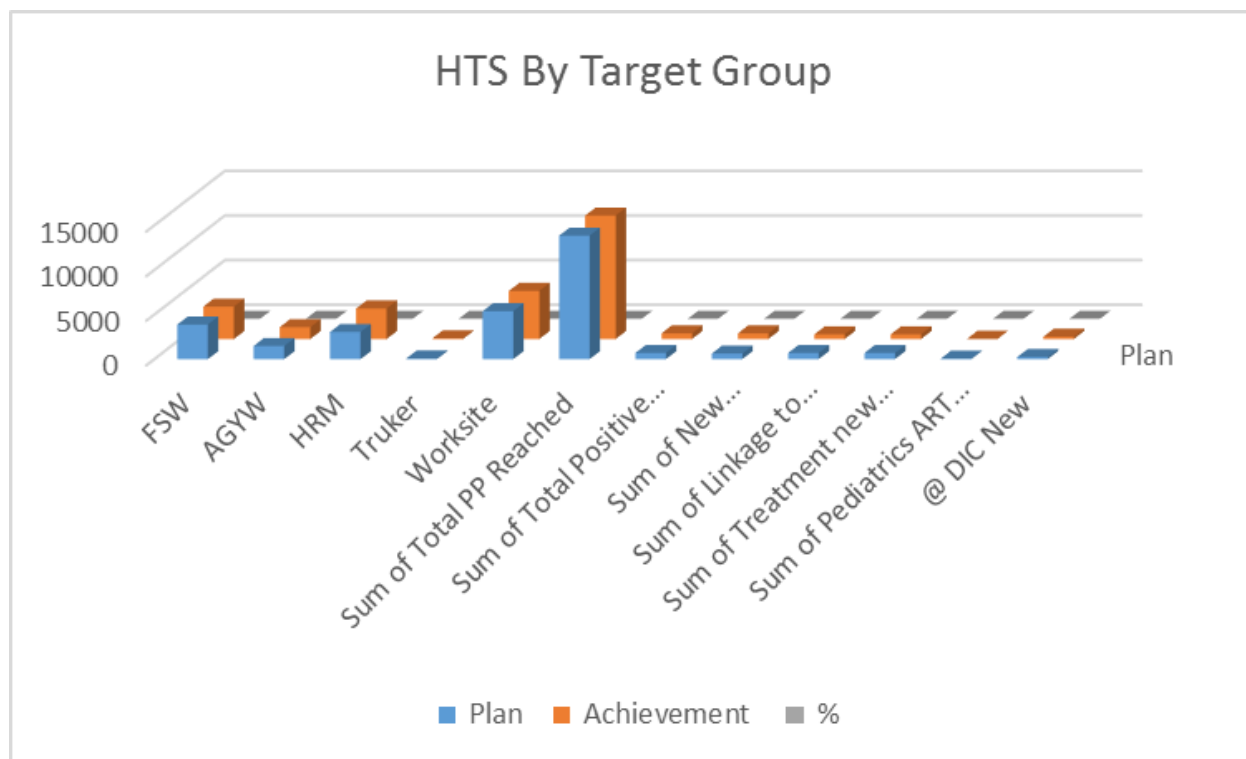
### **Objective 3: To Strengthen provision of direct clinical services in targeted towns**

To strengthen provision of direct clinical services in targeted towns LIAE had performed various activities in collaboration with PSI and already identified private facilities established referral linkage for HTC and STI services through voucher system. Primarily, UHEW& Clinical services promoters in each town had been identified. Referral network for appropriate services in targeted towns (Health office, PHF, Town CM, HEW & CHWs) had established. Later, 2 days integrated RH trainings for PEs, CHWs Cascaded. Community clinical service promoters had identified and trained on BCC, HTC, RH and Referral linkage for KP and PPs for 2 days. Home-based, mobile and couples had provided with Rapid facility-based HCT services.

In line with rapid facility based HTC services targeted groups were provided Family Planning STI screening and treatment services. LIAE had organized KP and PPs focused HCT campaign in all identified outreach sites in all target area selected sites and STI syndromic diagnosis and treatment services for KP and PPs through outreach services had providing for targeted group. For those newly identified HIV positive individuals/PLHA LIAE had conducted post- test counseling by trained psychosocial counselors.

## HTS Summary Table:

HTS Activities	Plan	Achievement	%
<b>FSW</b>	3877	3628	94%
<b>AGYW</b>	1467	1325	90%
<b>HRM</b>	3044	3421	112%
<b>Trucker</b>	75	73	97%
<b>Worksite</b>	5375	5391	100%
<b>Sum of Total PP Reached</b>	13838	13838	100%
<b>Sum of Total Positive (Overall 5%)</b>	692	632	91%
<b>Sum of New enrollment (90% new)</b>	623	632	101%
<b>Sum of Linkage to treatment (100%)</b>	692	522	75%
<b>Sum of Treatment new (100%)</b>	692	522	75%
<b>Sum of Pediatrics ART enrolment and initiation (5% of Adult)</b>	66	19	29%
<b>@ DIC New</b>	240	257	107%



#### **Objective 4: To strengthen referral and linkages in targeted towns**

Capacity building is important to sustain the gains in the fight against HIV/AIDS and accelerate the move towards universal access with the view of reversing and halting the epidemic. However, the capacity of these organizations has not yet reached the desired level in terms of membership, as well as organizational and leadership capability. Therefore, to end this gap LIAE had identified public and private clinical partners within hotspots in towns, if the existing networked clinical partners in any case ceased their partners 22 service providers and 99 peer educators trained on referral and voucher system for 2 days and they were Implemented voucher system for target beneficiaries to provide clinical services. We also mobilized more than 40 nurses, Health extension Workers, Case Managers, Adherence Supporters, Promoters, etc for coordination of massive HTS service delivery.

All referred FSW & their clients screened to HTC, STI, FP, PMTCT, TB screening, CD4 cell count, PEP for rape, psycho-social support/counseling, legal support to Provide them successful referrals documentation through closed-loop system (HTC, STI, FP, PMTCT, TB screening, CD4 cell count, PEP for rape, psycho-social support/counseling, legal support).To strengthen the referral system and public private partnership LIAE had established town referral committee and prepare their referral directory to be used as peer educators guide to make referral to proper service delivery point. To review the progress of town level referral system town referral committee had conducts quarterly review meetings with PHFs, UHEW & clinical service promoters.

#### **Objective 5: To establish and strengthen community level structures in targeted towns**

To strengthen the project activity implementation LIAE had worked with responsible community level structure like prevention committee in each town. HIV prevention committee Established drowns from (town Mayor/Admin, CM, Health office and one Community representative). The committee had established and provides support to FSWs PLHA associations in each targeted towns and train selected FSWs PLHA members on bylaw development, resource mobilization etc.

## **Objective 6: To enable FSWs PLHA & Female Sex Workers who are age less than 18 years to accumulate and diversify assets**

According to various literatures, lack of education, substance abuse, and alcohol, hopelessness due to lack of economic opportunities, and unemployment, and extreme poverty exacerbates and perpetuate the sexual and reproductive health problems faced by Ethiopian youth with presence of socio-cultural and environmental factors that add to youth's risk of HIV and AIDS. Likewise, unprotected sex with multiple partners; commercial sex works, susceptibility of mobile transport-truck drivers and seasonal migrant laborers; and latent and soaring STI rates in the general population also mentioned as risk factor. About 91 percent of the infection occurs among the age group between 15 - 49 years. As the age group encompasses the economically productive segment of the population of any country, the high number of cases adversely affects labor productivity and hence economic development of the country.

To contribute impact to this identified problem and strengthen HIV prevention activities through economic strengthening activities LIAE had establish FSW SSG groups targeted in each town, all SSG groups screened based on standard selection criteria. Five LIAE site coordinators had trained on ES training that was organized by FHI 360(one of partner organization). To improve their business making skill and motivational level of FSW, TOT trained staff had cascade two days Business development training for 161 FSWs :(40 in Woliso , 31 in metu, 21 in Bedele and 69 in Hossana) of 15 saving group members. The feedbacks gathered from the trainees showed as the training was helpful to be equipped with necessary ES knowledge and skill. Also established SSGs capacitate with necessary logistics (Saving boxes, Registration books, and calculators ....etc). Now, these 15 established saving groups save 54,849 birr (40,000, 13849 and 1000 birrr : woliso, Metu and Bedele respectively). These achievements make peer trainees to be inspired and eager to excel in what they have started. They are very much happy that LIAE has begun the peer education program to reach out people like them. They expressed their appreciation and gratefulness to the organization.

Beside of their saving the have develop a plan and preparing themselves for credit and loan revolving process. Also they are engaging in social mobilization activities like periodical discussion on HIV/AIDS and risk reduction approaches.

**Objective 7: To Mobilize Communities to increase awareness and support for prevention services in targeted towns.**

To improve the awareness level of community on current facts of HIV/AIDS prevalence, importance of HIV prevention strategies LIAE had conducted community wide events for the community. LIAE has kept provision of mass awareness raising community wide events for general population through outreach mass awareness raising programs. Thus, a total of 10,000 (5425 male and 4575 female) participants were provided awareness raising education that important to bring behavioral change. The program has done in collaboration with concerned stakeholders in target towns, community nurses in all project implementation towns. In addition, LIAE had been used CWE as good IEC promotion and distribution center. Accordingly, LIAE had availed 35000 IEC materials from governments and other partners and distributed to targeted population; the distributed IEC materials transmit messages on VCT, STIs; condom use, life skill, Family planning & reproductive health, HIV/AIDS prevention.



**Picture 2:** Outreach Campaign activities conducted together with Gambella RHB & RHAPCO

## **Public-Private partnership and Networking Activities:**

It is known that partnership and collaboration has great impact for success of project accomplishment. Therefore, to facilitate comprehensive HIV prevention service with public and private facilities LIAE had facilitate selection process of Private clinic and drug stores based on selection criteria: availability and easily accessibility to avail the service and for RDOs, current license Governmental drug authority control assurance (DACA) and Using the national standards and protocols are some of selection criteria that consider during selection. As a result, LIAE had great emphasis for all service delivery sites easily availability and accessibility by MULU/MARPS & DIC KP and PPs. The selection was done in collaboration with organized committee involving government bodies from health office together with LIA/E staffs (M & E coordinator & PPN Coordinator). After identification of clinics and drug stores LIAE had signed Service Purchase Agreements/ bilateral agreements with eight medium clinics and seven DROS to facilitate HIV, STI and TB care and treatment clinical services referral to accessible service deliver points for targeted population. A total of 3575 referral coupons had distributed to strengthen the referral network and eligible clients linkage to service provision points. Supply of voucher guarantee the beneficiaries to get referral services to other facilities was insured. Accordingly, the responsible person was report on monthly basis. Through strong liaising, clients' referral linkage with private and public facilities has been on good stand in all targeted towns.

To maintain the quality of service that is provided by PPN periodical supportive supervision had conducted, it was realized that provision of integrated clinical service delivery was as of standards that seat in SOP and conducted according to national guidelines and protocols. Similarly, LIAE had worked together trained staff with all PPNs and DIC centers for integrated clinical service delivery, HCT, STI, Family planning etc...

## **Drop In Center Activities**

To provide comprehensive HIV prevention services at one station in DIC LIAE had facilitate provision of HIV prevention services through provision of orientation on the overall activities of DIC particularly for Hosana staff. The orientation focuses on each staff's responsibilities on KP-PP activities through the scope of work about the minimum standard package of services:

Prevention Package/BCC, Integrated Clinical Service Provision in Community Network Facilities, Referral and Linkage, Briefing on M & E tools, registration and reporting formats, PPN tracking summary, MULU KPP referral voucher/ coupon balance requesting/distributing form of linkage. After provision of proper staff orientation LIAE had facilitated provision of comprehensive HIV prevention package for a total of 257 FSW including HIV testing and counseling service. A total of 14 new HIV positive FSW were identified and linked to health facilities for medical care and treatment. Users who were got DIC service witness their positive feedback for the service provided in DIC and gave their heartfelt thanks to PSI and LIAE.

### **Capacity Building Activities**

To maintain quality of programing, different capacity building training has been provided for 31 LIAE staffs: training was organized on New test algorithm involving 24 staffs, on ICT involving two staffs and on Economic Strengthening 5 staffs were trained. As a result, quality of program implementation has been improved. After the training completion, participants were witnessed the importance of the training on how to lead the project implementation properly. Similarly LIAE was providing BCC training for 50 Peer educators at Dimma town. The training was held at Dimma health center hall on August 27 &28, 2018. After completion of the training participants witness about importance of the training to grasp basic knowledge and facilitation skill to conduct peer education session at town and worksite level to bring behavioral change among peers.

### **Challenges Encountered and Solution Sought:**

Socially and economically deprived segment of the community is full of constant challenge which requires relentless effort to tackle it. Thus some of the challenges faced during the implementation of this project are presented as follows:-

- *The repetitive internal instability and clan conflict in Gambella town seriously affected our overall activities not only at Gambella in particular but also at LIAE in general too. Since the largest share of LIAE HTS target was given to Gambella town, this everlasting dispute seriously affected our performance in terms of yield by hindering LIAE staff to conduct periodical outreach HTS in hotspot areas freely to accomplish the overall project objective of Gambella town through focused on Index case testing approach LIAE managed the problem.*

- *The security alert has been restrict staffs from office attendance this create negative implication for timely record keeping and reporting through continence on job support by head office staff LIAE has managed.*
- *Frequent change on reporting tool was another hindering factor especially to deliver timely reporting through fast adaptation with the system LIAE has tolerated this challenge.*
- *Deep-rooted cultural influence and wrong perception of HIV/AIDS among community in general and in Gambella in particular is problems of the target community, through our CMs, Community Nurses, Peer educators and Staff members, we tried to change the attitude of the community.*
- *Distance of project implementation town and poor inter nate and telephone network was the other big challenge to compile project accomplishment data on time, through other alternative mechanism (cultural methods) LIAE has come up with this end.*
- *Handover of previous activities by former staffs to new staffs was a challenge; through good relationship with existing staff the new staff precedes project activities.*
- *Delay in budget transfer is another bottle neck, through grate burden of stress, better communication and problem solving skill LIAE has managed the financial delay.*
- *More focus of town level staff for HTS activities and giving relatively minimum concern for other project activities has an impact on overall project accomplishment, through strong follow up and mentoring other project activities compiled, even it is not in due reporting period.*
- *No graduated saving group has a problem to facilitate saving groups transferring to town micro and small scale enterprise sector through developed action plan LIAE will provide capacity building activities to create graduate saving group.*

### **Lesson Learnt:**

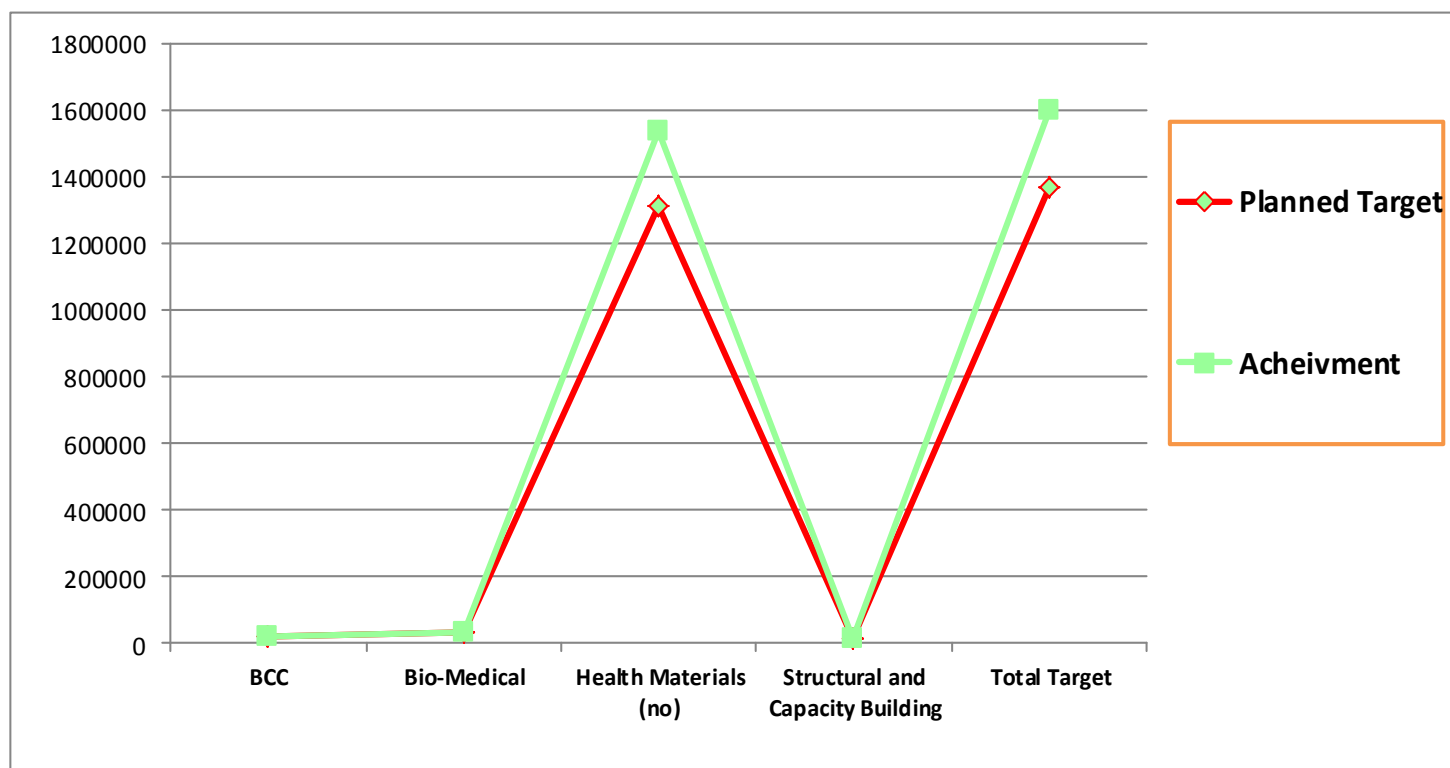
LIAE has been learnt good leadership, collaboration and partnership has great impact for better project accomplishment even in very hardship target area.

Accelerated types of intervention models sometimes distract us from maintaining sustainable changes among the high risk community even though good to reach a huge number of targets.

Thus it is better to emphasize on comprehensive and all-touching intervention rather than engaging on accelerated actions.

## MULU 2018 Achievement Summary:

Project/ Program	Key Indicators	Total Planned 2018			Achievements in 2018			Achievements in %	Remarks
		Male	Female	Total	Male	Female	Total		
<b>MULU/MARPs: Project:</b> Reducing new HIV infection and focusing on BCC, BM, and Structural Interventions in 7 towns of Oromia, SNNPR and Gambella regions.	<b>BCC</b>	7994	9207	17201	8156	9366	17522	101%	
	<b>Bio-Medical</b>	14228	16453	30681	14401	15860	30260	99%	
	<b>Health Materials (no)</b>			1313680			1,540,533	117.30%	
	<b>Structural and Capacity Building</b>	4000	5500	9500	4822	5521	10343	108%	
<b>Beneficiary Total</b>		<b>26222</b>	<b>31160</b>	<b>57382</b>	<b>27379</b>	<b>30747</b>	<b>58125</b>	<b>101%</b>	



### **3.1.2. COMMUNITY HIV CARE & TREATMENT PROJECT:**

#### **Project Overview:**

LIA-E will use high impact prevention, care and treatment interventions while strengthening targeting priority populations, people living with HIV (PLHIV), and their family members in partnership with Project HOPE for 5 year PEPFAR funded USAID Community HIV Care and Treatment (CHCT) Activity. In the first phase year I, CHCT was implemented in selected weredas of Oromia and Gambella region. In year 2, the program is planned to be implemented in the selected weredas of Gambella region of priority weredas:-Gambella Town, Gog and Dima district. The objectives and interventions are designed to impact UNAIDS 90-90-90 goals and sustain the gains through strengthening community health and social service provision platforms.

Attaining the UNAIDS 90–90–90 targets depend on the first 90 diagnosing of people with an HIV infection. Knowing HIV status is empowering individuals to make informed decisions about HIV prevention, treatment and care that will affect both HIV transmission and individual’s health and survival? Therefore, linkage to appropriate services following diagnosis should be regarded as a key component of effective and comprehensive HTS. Providing this training will helps the community frontline workers such as Community Engagement Facilitators (CEFs) and to provide standardized Community Care and Treatment (CHCT) services in all implementation regions in community setting.

LIAE project staff create, organize, and implement changes in communities, efforts that can substantially improve healthcare of PLHIV and their families with following strategies for the above achievement:

- Use community's resources with other professionals, private & public service provider, and parents to achieve optimal accessibility, appropriateness, and quality of services to PLHIV, and to advocate especially for those who lack access to care.
- Synthesis clinical practice and public health principles directed toward providing healthcare to PLHIV and promoting the healthcare.

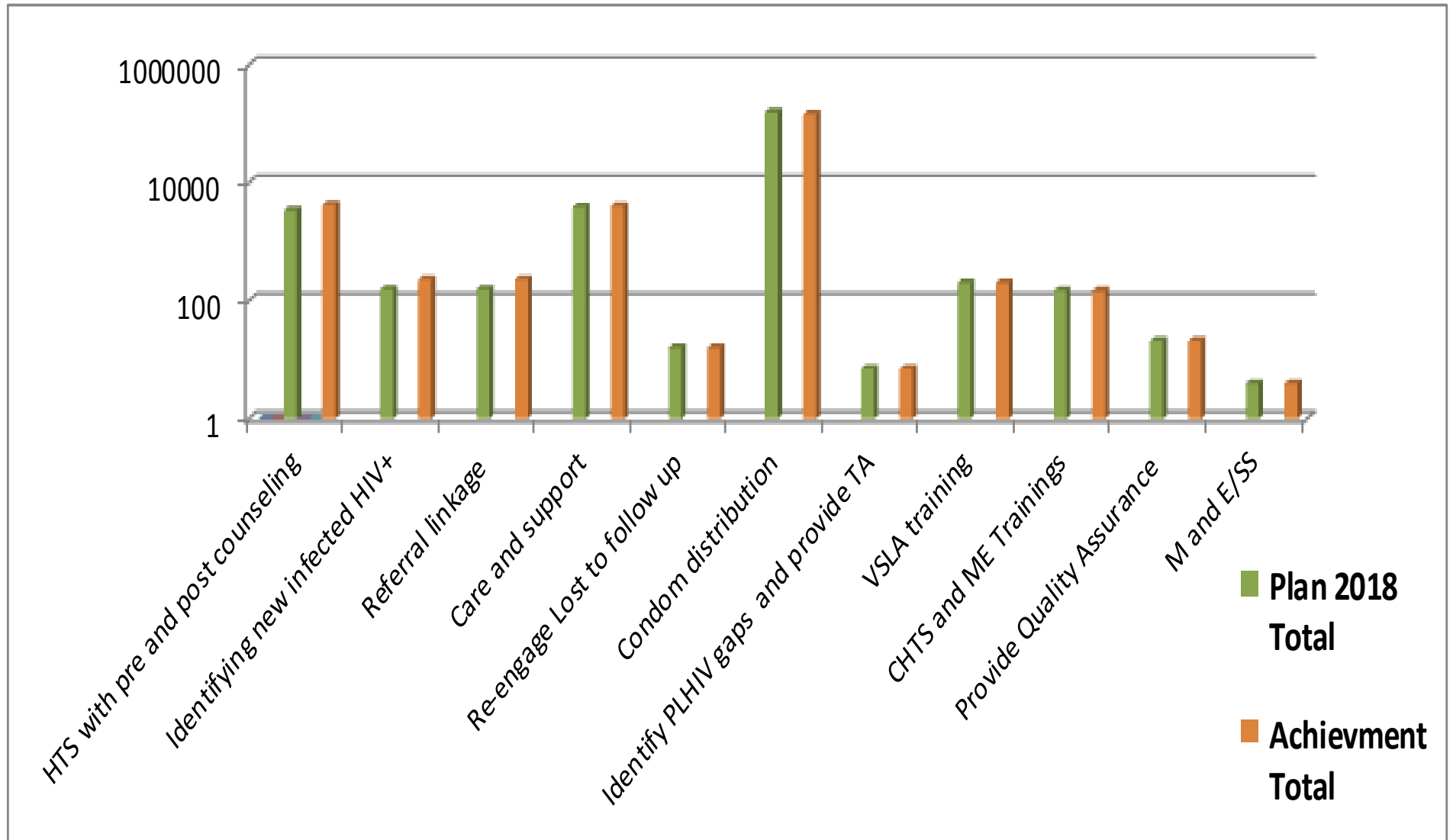
→ Act favorably and significantly on health functioning of PLHIV through family recognition, educational, social, spiritual and economic empowerment.

As a result different PLHIV target populations were served with following services:- HTS, linkage to treatment, Counseling on adherence/ support and the importance of disclosure, Nutritional assessment and counseling, Education on: - sanitation, bed net use, stigma & discrimination, safe water treatment, TB, STI and depression screening, assessment appointment adherence, importance of male partner engagement in PMTCT and psychological support in FY'18.

**CHCT PROGRAM PROGRESS in 2018:**

Key Activities Planned	Unit of Measurement	Annual Plan			Annual Achievements in 2018			Achievement
		Male	Female	Total	Male	Female	Total	in %
<b>Objective 1:-To provide targeted HIV testing service to 95% of priority population</b>								
HTS with pre and post counseling	# of clients tested	1,374	2,060	3,434	1710	2564	4,274	124%
Identifying new infected HIV+	# of new HIV+ identified	62	94	156	92	139	231	148%
<b>Objective 2:-To provide community based care and treatment services to 95% of priority population</b>								
Referral linkage	# of linked clients to care	62	94	156	92	138	230	147%
Care and support	# of clients served	1,576	2,365	3,941	1618	2428	4,046	103%
Re-engage Lost to follow up	# of clients re-engaged to care	6	10	16	6	10	16	100%
Condom distribution	# of condom distributed			159,148			148,484	93%
<b>Objective 3:-Provide capacity building to community based PLHIV Association and volunteers</b>								
Identify PLHIV gaps and provide TA	# of PLHIV Association			7			7	100%
VSLA training	# of VSLA trained	3	197	200	3	197	200	100%
Provide comprehensive HIV care & treatment service and M&E training to CRP	# of CRP trained	60	90	150	59	88	147	98%
Provide Quality Assurance	# of QA team trained	17	4	21	17	4	21	100%
Supportive supervision and monitoring project activity	# of SS and monitoring conducted			4			4	100%
<b>Total Beneficiaries</b>	<b>No of beneficiaries</b>	<b>3,161</b>	<b>4,913</b>	<b>8,074</b>	<b>3,598</b>	<b>5,567</b>	<b>9,165</b>	<b>114%</b>

Graphically:



## CHCT Project Challenges:

- Linkage difficulty due to mobile nature of human being and lack of mobile ART
- Unavailability of ART focal on the weekends/ holidays.
- Unwillingness to provide client information/UART# to enroll for care and support at some site.
- Reporting system problem since no startup CommCare application effectively.
- Non-functional Referral system for services as there is no CC/CCC structures.
- Commitment and initiation of CRPs is not so much good due to late training provision.
- Re-engagement in care is problem due mobile of clients for mining activities

## CHCT Project Lessons Learned:

- ◆ Based on the household need assessment we undertook so far, most of clients are found to be in a high need of nutritional and economic support. Lesson was taken to strengthen care and support activities to address those clients.
- ◆ The appropriate usage of the risk assessment tool, maximize the yield.
- ◆ On the 3rd 90 there is confusion among most participants because during retest the machine doesn't show the status of the client as before, since the virus hides itself due to good adherence.
- ◆ Achieving intended target with limited time period could be possible.
- ◆ Joint planning, consultation and implementation with prime partner has been fruitful

### **3.1.3. Her Choice Program:**

#### **Summary Information about HER-Choices Program:**

The "Her Choice Project" under the title Mitigating Girls Social and economic Challenges (MGC) was started in July 2016 with fund obtained from Kinderpostzegels. To this end LIAE had also signed project agreement with SNNPR BOFED.

The project has been under implementation in SNNPR, three Woredas of Hadiya and Silte zones i.e. Shashogo (from Hadiya zone), Sankura and Hulbarag (from Silte zone).

The General objective of the project is to contribute to the improvement of social and economic status of girls through education and integrated economic interventions that lead to reduced SRH problems in Hadiya (Shashogo Woreda) and Silte (Gulbarga and Sankura Woredas) of SNNPR.

#### **The specific objectives are:**

- i) To improve girls knowledge, attitude, practices and skills towards the SRH practices and life leadership;
- ii) To foster girls' school participation through provision of academic supports and girls friendly school environment creation;
- iii) To improve SRH services provision for girls;
- iv) To increase income level of women through SHGs to support their girl's education;
- v) To create community awareness through strengthening community structures and systems on SRH practices for girls; and
- vi) To strengthen government structures and systems capacity on improved SRH practices and improved SRH practices and improved school participation for girls.

The project had targeted 11 Kebeles in the previous years of implementation until June 2018. As per our agreement with the donor organization 7 Kebeles had been added in the second half of the project implementation.

Accordingly the annual progress under the above specific objectives have been put as follows

## Major Achievements:

The following are the activities that were planned and implemented under the HCE project in the period of January-December 2018 under the six strategies

### Strategy one: Invest in girls, their knowledge, skills and participation in society

Sexual Reproductive Health Action Kit (SAK) training was provided for 18 girl Peer Educator representatives from the 18 target schools in Bonosha town of Shashogo Woreda of Hadiya zone; School Girls' clubs were re-established/ established in new and previously targeted schools with each club consisting of 25-30 girls in collaboration with school management. The clubs meet every week and strong discussions were facilitated by focal school girls' club leaders on different issues which are related with sexual and reproductive health. The trained focal girls were able to train 144 peer educators on SAK onsite in their respective schools. Refresher training was also provided to previously targeted school focal girls. And these girls are engaged in conversation sessions transmitting SRH messages in collaboration with journalists and school mini media discussion sessions.



*Peer education session*



*Drama on the harms of FGM*

## **Results Gained:**

- 963 in-school and out of school girls have been addressed through discussions on SRH handouts and some BCC materials were disseminated on the sessions
- 700 in-school and out of school boys have been addressed through conversation sessions
- The trained GCs conducted education sessions to 237 in-school and out of school girls
- 8 role model girls were coached, mentored and recognized during quarterly review sessions with Girls and School Managements
- At the end of the training the MSPEs were able to present interesting plays/drama which focus on negative impact of HTPs.
- The girls that have been targeted through this project have gained increased knowledge on the negative effects of CM/FGM . They are increasingly able to claim their SRHR and to freely and confidently express themselves in their homes, their communities and meetings.

## **Strategy Two: Improve access to formal education for girls**

- Training on journalism was provided to 18 model school girls on journalism to help them organize mini media promotion once per month and they transmitted SRH issues related messages.
- The content of the training were focused on SRH issues; sex and gender; how to resist peer pressure; harmful traditional practices and their negative effect on girls and young women. Sexual pestering was widely discussed.
- Tutorial support was provided to 240 low performing girls in all the target schools. Three teachers per school were used in Silte Zone for two subjects i.e. Mathematics and English for two periods/week
- Meharebe manual training was conducted to 24 teachers in collaboration with LIAE. The training was provided for 5 consecutive days. The training manual has 14 chapters like the world starts with me; sex &sexuality; SRH and related issues such as HTPs and HIV/AIDS and love never hurts and Future goal setting and others are the major contents that addressed during this intensive training. At the end of the training the trainee teachers prepared action plan on how to kick off the Meharebe sessions in their schools. Currently the sessions are held weekly and in the first half of 2018, 150 girls

and 100 boys, 250 students in total were selected from grades 6, 7, and 8 of targeted schools

- Orientation was provided to the new schools management on the projects and Expected Results as well as the roles and responsibilities of Principals and V/principals and Keble Administration. Review meetings were also held with school management for ½ days in each quarter

### **Results achieved:**

The girl journalists have been widely promoting the cause with their peers through dramas and poems. Noticeable changes have also been observed in the academic results of the targeted students as a result of the tutorial support to low performing girl students. Meharebe sessions are also contributing to increased knowledge on broad SRH issues.



*Picture: Malherbe teachers' training*

### **Strategy Three: Improve access to youth-friendly SRHR services for girls**

- Training was provided to 12 HEWS on youth friendly services in collaboration with Silte zone health department and review sessions were also held to improve referral linkages between all stakeholders (Teachers, PEs, GCs and HEWs)
- Mattresses, bed sheets, sanitary pads and soaps were purchased and provided. Discussions were made with school management on equitable use of these resources.

#### **Results achieved:**

The fact that the referral linkage has been maintained has enabled the youth to realize the existence of youth friendly services in the first place which they can easily afford. Networking among the stakeholders (CF, Religious leaders, school managements, KGCCs and WGCCs) has been done to enhance the referral linkages.

### **Strategy Four: Improve the economic security of girls and their families**

- The previously established 3 SHGs have engaged in IGAs and have maintained their monthly meetings and saving activities. They have opened a saving account with local Saving and Credit Micro Business association called OMO MICRO FINANCE. They are engaged in sheep and goat rearing in group. The groups were monitored in this reporting period
- Engagements have begun with schools to establish more groups in the new Kebeles.

#### **Results achieved:**

The women have been able to open a saving account with the local micro finance institution. Their saving has reached Birr 10,000 - 11,000 in Hadiya Zone.

### **Strategy Five: Mobilize communities to transform social norms that are detrimental to achieving gender equity**

- Community conversation sessions were held and 3405 people reached
- The four CC-groups in Silte zone cascaded sessions twice a month. After they finish eight sessions last Quarter 140 participants Graduated.

- ECC sessions were conducted to 540 community leaders, traditional and non-traditional leaders to become change agents who encourage other community members to reject CM/FGM and support education for girls and girls' rights
- 12 people were awarded as community or social captains for their commitment on promoting of SRH issues
- 20 PEs and religious leaders were trained on how to mobilize communities and raise awareness on harms of CM and FGM
- 5 chargeable speakers with wireless mikes have been purchased and delivered to selected schools
- Promotional programs were organized with the use of purchased mini media equipment.

### **Results achieved:**

Traditional and religious community leaders have become increasingly active in condemning CM and FGM both in mosques and churches during services. As a result of this, there is increased awareness on the harms of CM and FGM among community members.

### **Strategy Six: Create an enabling legal and policy environment on preventing child marriage**

- Half day orientation and meetings were held with Kebele level Girls Care Committee (K-GCC) to discuss on how they could be strengthened for effective collaboration with school administrators, GCs and other stakeholders and active participation.
- The W-GCCs and K-GCCs have established and maintained regular consultation meeting in monthly basis to evaluate progress towards achieving the outcomes of the project.



Facilitation for resource mobilization

- KGCCs and WGCCs were established in the new Kebeles. Half day orientation session was organized to newly established KGCCs. The organizational and

project overview clearly explained to the participants and also their roles to make the project successful. Within this half day orientation session basic points on the SRH related issues raised and discussed. Finally, the KGCCs promised to work jointly (in networked way) to combat the influence of the HTPs in the area.

*Picture: Woreda Girls Care Committee*

### **Results achieved:**

As a result of their involvement in the KGCC and WGCC the girls better understand the protective laws regarding CM/FGM. Moreover, the committee members are active in CC sessions and have immense contribution to the decrease in girls drop out. They are also active in providing protection to those girls who are burdened with proposals for CM. They bargain effectively with relevant stakeholders to stop CM. This makes the girls feel protected when facing violation of their rights.

*Picture: Kebele Girls' Care Committees*





**2018 Her-Choices Program Results are Summarized As:**

S.N	Major activities	Unit	Plan			Achievement			
			Male	Female	Total	Male	Female	Total	%
<b>Objective 1: Invest in girls, their knowledge, skills and participation in society</b>									
1	Activity 1.1 Provide Training on SAK to 11 school girls on SRH in new schools	Per		11	11		11	11	100%
2	Activity 1.2 The focal girls strengthen 11 GCs in new schools and 11 in existing ones	Per		11	11		11	11	100%
3	Activity 1.3 The focal girls train 33 PEs on SAKs in 11 new schools	Per		33	33		144	144	436%
4	Activity 1.4 The 22 GCs will strengthen the committee in their respective schools	Per		11	11		11	11	100%
5	Activity 1.5 The GCs will mentor 33 PEs on SAKs	per		33	33		33	33	100%
6	Activity 1.6 The trained GCs conducting education sessions to 3000 in-school and out of school girls	per		3000	3000		2370	2370	79%
7	Activity 1.7 The trained GCs conducting education sessions to 2200 in-schools and out of school boys	per		2200	2200		2939	2939	134%
8	Activity 1.8 Coach and mentor 22 role model girls and recognize quarterly review sessions	per		22	22		22	22	100%
<b>Objective 2: Improve access to formal education for girls</b>									
	Activity 2.1 Provide training to 11 girl journalist	prs		11	11		18	18	164%
	Activity 2.2 The trained model school journalists will train 33 girls on journalism for 2 days	pe		33	33		33	33	100%
	Activity 2.3 Provide training to 22 teachers and school management members on effective integration of SRH issues	pe	11	11	22	14	10	24	109%
	Activity 2.4 Provide tutorial support to low performing 600 girls	pe		600	600		480	480	80%
	Activity 2.5 Develop and implement CCP in 11 target schools	No.			11			11	100%
	Activity 2.6 Provide education material support to 1 best performing school	No.			1			0	0%
	Activity 2.7 Review meeting with 66 school management for ½ days in each quarter	per	40	26	66	40	26	66	100%
<b>Objective 3: Improve access to youth-friendly SRH-services for girls</b>									
1	Activity 3.1 Training 22 Health Extension Workers (HEWs)	per		22	22		12	12	55%

	in new kebeles								
	Activity 3.2 Establish sanitary and hygiene service provision centers in the schools to serve 1400 girls	per		1400	1400		1400	1400	100%
	Activity 3.3 Construct separate toilets to girls in 2 model schools in cost share	No.			2			2	100%
	Activity 3.4 Health care services to 30 affected SRH related problems	per		30	30		30	30	100%
<b>Objective 4: Improve the economic security of girls and their families</b>									
	Activity 4.1 Organize 20 poor women in 2 Self Saving and Helping Groups (SSHG).	per		20	20		20	20	100%
	Activity 4.2 Orientation to 20 SSHG members	per		20	20		20	20	100%
	Activity 4.3 Bylaw designing by 2 SSHGs	No.			2			2	100%
	Activity 4.4 Start saving by the 2 SSHGs	No.			2			2	100%
	Activity 4.5 Legalization of 2 SSHGs	No.			2			2	100%
	Activity 4.6 Material purchase to 2 SSHGs	No.			2			2	100%
	Activity 4.7 SSHGs start monthly meeting	No.			12			12	100%
	Activity 4.8 The 20 SSHG members will receive MBOI and financial literacy training for 3 days.	per		20	20		20	20	100%
	Activity 4.9 Linking the 2 SSHGs with local financial institutions.	No.			2			2	100%
	Activity 4.10 SSHGs develop business plan	No.			2			2	100%
	Activity 4.11 Inject matching fund to the 2 SSHGs	No.			2			2	100%
<b>Objective 5: To create community awareness through strengthening community structures and systems on SRH practices for girls.</b>									
	Activity 5.1 Selection of and training of 33 peer educators and religious leaders on SRH	prs			33			20	61%
	Activity 5.2 Conduct ECC session to 8000 community members	prs			8000			6290	79%
	Activity 5.3 Conduct ECC session to 1500 community leaders, traditional and non-traditional leaders	prs			1500			1500	100%
	Activity 5.4 Produce 1600 IEC materials	No.			1600			1600	100%
	Activity 5.5 Award best 15 community or social captains on promotion of SRH issues	prs			15			12	80%
	Activity 5.6 Provide mini media materials to 2 model schools for community awareness activities.	No.			2			5	250%
	Activity 5.7 Organize 20 mini media promotion programs among the community against SRHP	No.			20			20	100%
<b>Objective 6: To create community awareness through strengthening community structures and systems on SRH practices for girls.</b>									

Activity 6.1 K-GCC and W-GCCs will be strengthened and new 11 KGCCs established	No.			11			11	100%
Activity 6.2 Provide orientation to 77 members of K-GCCs and W-GCCs and approve by laws	Prs	47	30	77	40	30	70	91%
Activity 6.3 Resource mobilization by K-GCCs and W-GCCs for strengthening girls education programs at schools	Activity			11			11	100%
<b>Total Beneficiaries</b>	<b>Pers</b>	<b>98</b>	<b>7544</b>	<b>7642</b>	<b>94</b>	<b>7640</b>	<b>7734</b>	<b>101%</b>

### Challenges/Limitations:

This is where you list activities that were planned for the quarter but were not accomplished. Please tell us why these activities were not implemented and when they will now be implemented.

- One of the obstacles in the project implementation was the high turn-over in W-GCC (Woreda level Girls Care council), K-GCC (Kebele Girls Care Committee) and focal girls as well. The Committee members at all levels are politically assigned for their positions, and could leave the position at any time by promotion/ demotion. In this consequence, we reintroduce our program for those newly assigned officials multiple times. The other is that the focal girls when they move to higher levels gaps are created in assuming their roles. To this end it would be important to involve girls from different academic levels.
- Illiteracy of the IGA members to manage their Business. For the coming programme period, it would be important to plan for adult literacy programme for the illiterate mothers who will be organized to form SHGs
- Shortages of trained Volunteers in Different Her Choice Project Activities Ex. Meharabe Session of Teachers and SRH Kits of Girls or School Clubs members, Journalists. In this regard, effort has been made to make the best out of the already available teachers.

### Lessons Learned:-

What did you learn from your challenges and achieved activities? This should include details on how you addressed the challenges in the above section and how you will prepare to prevent them in the future.

- One of the good practices in Doisha and Getem schools is the practice by the GCs who have arranged a regular time for handiwork to produce handmade carpets for cars and for coffee ceremonies to sell for the local market and get cash for purchase of sanitary pads and other materials to support those girls who cannot afford to buy the napkins and under wears. The role of the SRH teachers in this regard shouldn't be overlooked for they are always practically involved and encourage their students to do more with the aim of ensuring sustainability.
- Collaboration in a multi stake holder approach is effective in addressing the different issues. In our project kebeles/woredas, government stake holders (woreda and kebele administrators, teachers, health workers), community elders, religious leaders and girls themselves have been taking pivotal roles in addressing child marriage and FGM as girls education challenges and have contributed to better results while we are implementing the project.

## 3.2. Education Program:

### 3.2.1. CLFZ/S-CLEAN Project:

#### *Executive Summary of the*

The overall aim of the project is to promote and contribute to the comprehensive and participatory prevention and elimination of child employment through creating access to education to out of school children in 9 Kebles, two Woreda, of Hadiya Zone, SNNPR. This specific project uses area based systematic, streamlined and integrated approach so to improve the educational, physical, mental, spiritual, moral and social development of the targeted children in general focusing on out of school children (children who have never been in school and forced to leave schools) and strengthen child labor free zone programs among all the stakeholders including family, community and the zonal government. It is guided by the following key adopted strategic principles such as Area Based Approach, Integrated Education Services, Community Participation or Community Mobilization Cycle (CMC), Capacity Building to Key or Relevant Government Offices, etc.

### **Major Accomplishments July/ 2017 to June/2018:**

#### **Objective-1 :- Community Level Activities**

- In the project implementation year, transportation allowance provided to 18 representatives of Religious & Traditional leaders (RTC) in each of the project sites. Continual activities/events/ has been run by the commitment of RONS in all the project sites.
- Community outreach activities conducted at kebele level by the community facilitators, focal persons and club leaders.
- Allowance for 9 community facilitators (CF) paid based on the activities they accomplished and they had been done their activities in collaboration with focal persons.
- Attitudinal changes seen among community because of the strong awareness creation and discussions made.
- Continual tutorial session conducted to girls and low learners in each targeted schools. To motivate those who selectively conduct tutorial sessions, LIAE paid incentives to 27 key teachers.
- In-school group education on SDM has been conducted in all targeted schools. During the group discussion sessions students/participants/ promised to stop child labor abuse in their surroundings. In

addition, within the project implementation year about 2 group sessions per school conducted (totally=18 group education sessions)

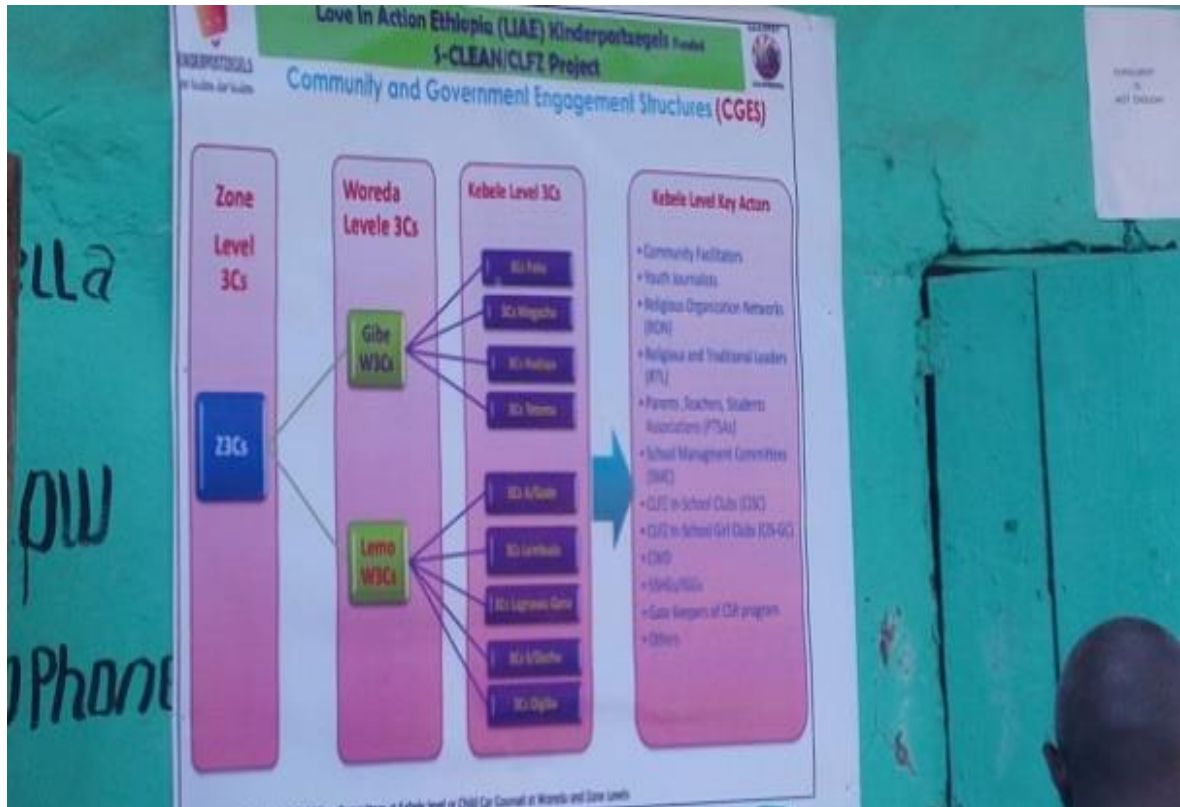
- In all the targeted schools the existing playground renovated. In addition to the existing, three new playgrounds made in three of the selected schools (namely Digiba, Shurmo Dacho and Layigna Gana) the chance is given because of the large number of students and need raised from the schools by themselves. Because of the play grounds are functional in all schools, O level students were motivated and it attracts them to attend the school.



### **Sample Pictures: Children Playground Areas**

- Based on the direction that we shared/pointed almost in all the targeted schools many learning materials were prepared by using local materials and arranged in corridor, which created conducive environment to the children.
- Still now at all project targeted kebeles community based discussions have been conducted continually twice a month on the evilness of child labor abuse. Because of the continuous discussion, there is a change in attitude in regards to child labor in project kebeles and adjacent schools.

- In this project year, community wide events conducted in each of the 9 kebeles in the compressive way with the active participation Clubs, 3Cs, CF and focal persons. On the conducted events more than 4375 (M-2795 &F-1580) people have been awarded on the issue of child labor abuse. On the created awareness many of the community promised to combat child labor abuse.



Community Mobilization Structures fo Schools Social Mobilization Program.

- At all the targeted kebeles` level community & Government Engagement structures (CGES) information was highly promoted. It also is used to create network at each of the kebeles.
- One to one outreach activities have been conducted to more than 1550 parents. Currently, CFs/focal persons jointly with volunteers exercising to conduct outreach work for selected parents on the issue of child absenteeism.
- Group outreach sessions conducted to about more than 1750 community members by the Focal person/community facilitators.

- More than 105 mini-media promotion events organized in all targeted schools and there by different information/awareness creation points shared to more than 8556 school communities including all students.
- Based on the need identified and request of the Foke school management: sitting materials(mats), learning/educational/ materials, mobile boards purchased and provided/handover to Foke school. The provided material created motivation on O- grade level students.
- In addition to Foke School, Learning/educational materials had been purchased and delivered to Lambuda and Hadaye School (to O grade level students). Because of the provided learning material support many children motivated to attend their classes. As the same time care givers also impressed on the provided support. That is why the provided learning media/materials make their facilitation smooth.
- Experience sharing conducted for adjacent kebeles for a day. About 27 key representatives from the 9 kebeles participated on the orientation provided on the issue of child labor abuse and on creating conducive environment for the O grade level students. After the experience sharing conducted, each of the participants understood the badness of child labor abuse. Finally, they promised to combat child labor abuse in their own kebele by using the existing platforms in the kebele level.



Sample pictures of Adjacent Kebles' experience sharing



## Objective-2: Structure and System Level activities

- In order to minimize the mini-media shortage and to motivate the clubs LIAE purchased and provided Mini-media material support to Layigna Gana School.
- Child care committees and PTSA with other volunteers follow up the project implementation progress actively. Because of their commitment, transportation allowance provided to 18 child care committee representatives to motivate them.

## Objective 3: School level activities

- Based on the request raised from all the nine schools, LIAE purchased and distributed different items of stationary materials to all targeted schools. The provided support solved the shortage of stationary materials and helped the project school staffs to to prepare the lesson plan and reports on timely.
- Refresher training was held to 27 care givers (teachers) on child care teaching methodology (CCTM), who were from the 9 targeted schools for 1 day. The learning agendas were:-
  - ✓ How to handle the O grade level student in classroom and outside the classroom,
  - ✓ What kinds of approach/methodology used



- ✓ How to use different types learning media and how to use indoor & outdoor play materials.
- ✓ Others.

The provided refresher training enhanced the skill of the caregivers and they are highly motivated and this approved by their reflection after the training completed.



**Care givers refresher training session:**

After the refresher training, the care givers improved their way of care giving for the children, as we visited the classroom in the joint field visit program. We observed that there was active interaction and motivation of children in the classroom and the team which is from DEC/development expertise center –partner CSO/ impressed on the event what they observed. As they explained on their feedback, they learnt on how care givers pay attention to O grade level and they also said LIAE gave great emphasis for O-grade level children.

As they explained on their feedback, they learnt on how care givers pay attention to O grade level and they also said LIAE gave great emphasis for O-grade level children.





Sample picture O-classes/Improved and very interactive classroom/

- **Active Learning Methodology Training was conducted to 32 participants for 2 days** which was organized by DEC in collaboration with LIAE. The participants are (2 key teachers from each of the 9 project targeted schools, 9 school directors, 2 Woreda education office heads, 1 cluster supervisor, 1 from HZED representative & 1 from LIAE staff totally 32 participated in the training.

The **2<sup>nd</sup> round training** major contents were:

- ✚ Learning media preparation &Utilization
- ✚ Work sheet preparation
- ✚ SMART lesson preparation

The training was very remarkable and valuable to improve students' performance to minimize the skill gaps of the teachers. Very impressive discussions have been made and all the participants promised to bring change/improvement in their respective schools.



**ALMT session sample Picture**

**In addition, the 3<sup>rd</sup> round Active Learning Methodology Training was given to 32 participants for 2 days** which was organized

by DEC in collaboration with LIAE. The participants are (2 key teachers from each of the 9 project targeted schools, 9 school directors, 2 Woreda education office heads, 1 cluster supervisor, 1 from HZED representative & 1 from LIAE staff totally 32 professionals participated.



**The 3<sup>rd</sup> round training major contents were:**

- ✚ Concept building
- ✚ Action research
- ✚ Higher level Work sheet preparation
- ✚ And others

**3<sup>rd</sup> round ALMT session sample Picture**

As we checked class room interaction among students during field visit/supervision/ really students were actively interacting in the class room on each of the groups. This is the result of active learning methodology training.



### Sample pictures of classroom interaction among students

- **Review meeting** : were conducted among signatory offices and other stakeholders. During this special meeting overall project implementation progress were reviewed. Discussions made and very positive suggestions generated from the participants. As an organization we learned from the meeting how we will improve our project implementation to be successful. It was very impressing time for all the participants. Finally, way is forwarded on how we will accomplish the remaining activities due time.
- **Joint monitoring and visit** had been conducted based on the schedule. During the joint Monitoring visit each of the quarter based planned project activities were checked in order to measure project progresses. After the observation conducted, immediately we gave feedback to school managements and other stakeholders on what we observed in each of the joint monitoring conducted project targeted schools.

## Sample pictures of Joint M&E visit on project sites.



### Objective 4: Economic Strengthening

This program was started by producing the Economic Strengthening Manual (ESM) as implementation guideline which clearly discuss about the details of the economic strengthening program management and more specifically the application process of the three program implementation phases. Our plan was to establish 9 Self Saving and Helping Groups (SSHGs) of 10 members each; i.e. the 9 SSHGs with a total of 90 members. To provide very short summary of activities implemented at each phases by SSHGs; the three existing SSHDs were strengthened and nine new SHHG were established, trained on MBOI and provided 5000 ETB as revolving loan each. Regarding the revolving loan, it was planned in our project and given by the request of the SHHG and the relevance of the loan is confirmed by their respective kebeles and school directors. Before the loan is released, repayment agreement is made and signed by SHHG, kebele and school directors. Therefore the repayment after a certain period will be undertaken and the collected loan will be revolved for newly established SHHG in their kebele. The follow up and repayment mandate is given to kebele and schools in collaboration with kabele Omo micro

finance institutions. We already linked our SHHG with Omo micro finances for the sake of safe financial flow. Main contents raised and discussed during training session were:

- Why micro business opportunity identification training needed?
- What is saving?
- Why saving?
- The purpose of saving?
- Where we save our capital?
- ...etc.

After the training completed all the SSHGs discussed thoroughly and finally they selected committee for their groups. Immediately, they started saving (each group saved 1000birr) and decided to save 20 ETB twice per month per person. Also by-law provided to each of the groups and they all admitted and owned it. As we heard from the report about 9000 birr saved by the 9 newly formed SSHGs.



Sample picture (MBOI training to newly formed 9 SSHGs)

## Current status of SSHGs

- All the women in each of the group are saving based on their bylaw.
- Most of them are starting some income generating activities.
- Their social interaction enhanced.
- All the SSHGs were legalized.
- They received a revolving loan. Finally all SSHGs actively running their businesses to be successful.
- In regards to Year II achievement of the project, based on the plan the existing 3 Self Saving and Helping Groups (SSHGs) with 27 members and 9 new groups with total of 90 members, were established and provided orientation training on the ES programs on how they could prepare and use by-laws, legalize their SSHGs, start saving, etc. Currently, all the 12 SSHGs reach the capital more than 114,000ETB and their saving amount increased from time to time. Each of the groups planned to implement different income generating activities.

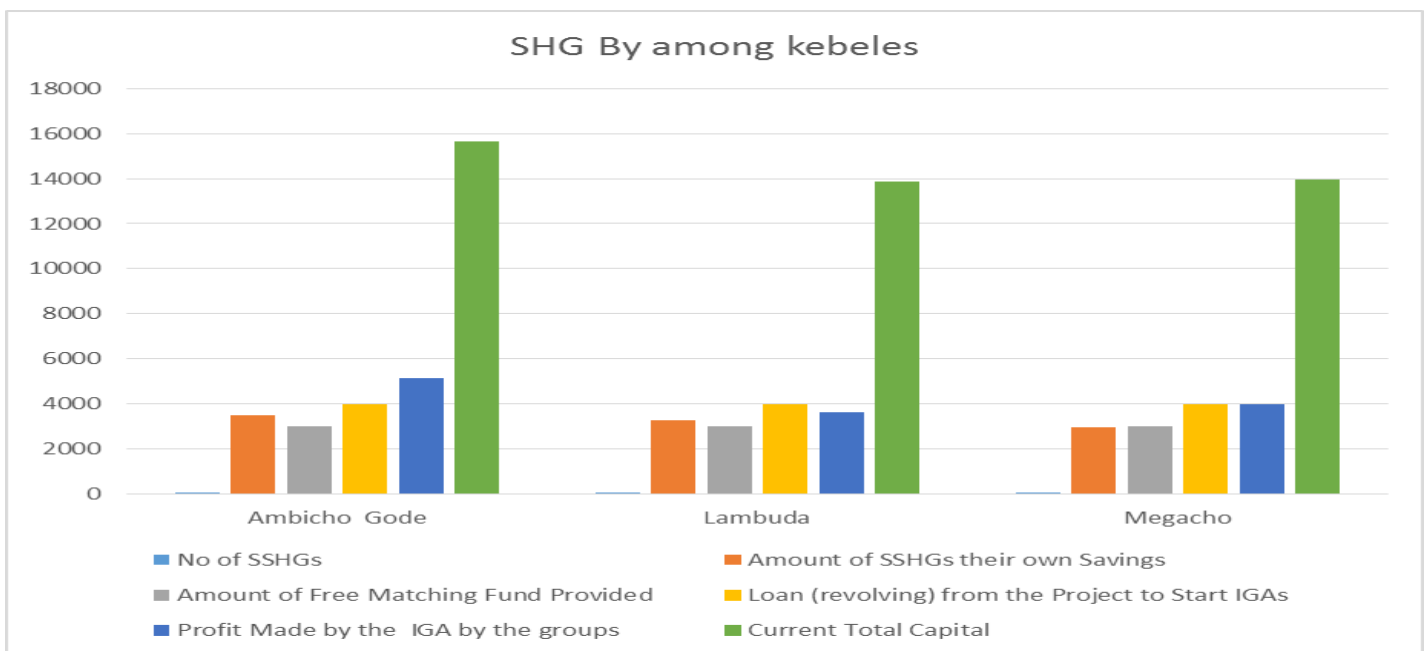
### **Existing and newly established SSHGs Profile and Progress in 2018**

#### **Existing SSHGs**

Name of Kebele	No of SSHGs	Amount of SSHGs their own Savings	Amount of Free Matching Fund Provided	Loan (revolving) from the Project to Start IGAs	Profit Made by the IGA by the groups	Current Total Capital
Ambicho Gode	1	3500	3000	4000	5150.00	15650.00
Lambuda	1	3250	3000	4000	3600.00	13850.00
Megacho	1	2950	3000	4000	4000.00	13950.00
<b>Total</b>	<b>3</b>	<b>9700</b>	<b>9000</b>	<b>12000</b>	<b>12750.00</b>	<b>43450.00</b>

## Progress in 2018 in the New 9 SHHGS:

Name of Kebele	No of SSHGs	Amount of SSHGs their own Savings	Amount of Revolving loan	Profit Made by SSHGs	Current Total Capital/birr/
Ambicho Gode	1	1500	5000	1000	7500
Lambuda	1	2000	5000	1100	8100
Megacho	1	1800	5000	1000	7800
Shurmo Dacho	1	900	5000	800	6700
Hadaye	1	2000	5000	1500	8500
Foke	1	2300	5000	1600	8900
L/Gana	1	2200	5000	1200	8400
Digiba	1	2100	5000	1400	8500
Tatama	1	1200	5000	500	6700
<b>Total</b>	<b>9</b>	<b>16000</b>	<b>45000</b>	<b>10100</b>	<b>71,100</b>



## Total Stastical Data for O- level and Imporved School Retention Capacity in the 9 targeted schools in 2108

S/N	Name of Schools	O grade level registered In the academic year			Dropout			Those who completed the academic year fully		
		M	F	T	M	F	T	M	F	T
1	Foke	85	80	165	3	4	7	82	76	158
2	Megacho	186	204	390	7	11	18	179	193	372
3	Hadaye	60	58	118	2	3	5	58	55	113
4	Tatama(Abach Herana)	89	67	156	3	2	5	86	65	151
5	Ambicho Gode	59	70	129	5	1	6	54	69	123
6	Lambuda	106	97	203	5	5	10	101	92	193
7	Layigna Gana	144	136	280	2	4	6	142	132	274
8	Shurmo	204	171	375	8	10	18	196	161	357
9	Digiba	65	50	115	3	3	6	62	47	109
	<b>Total</b>	<b>998</b>	<b>933</b>	<b>1931</b>	<b>38</b>	<b>43</b>	<b>81</b>	<b>960</b>	<b>890</b>	<b>1850</b>

As the above table explained the total registered O-grade level (from 4-6 years) children for 2017/2018 academic year was 1931. From them 1850 children completed full academic year. That means we achieved 95.8% and dropout is only 4.2%. This remarkable result is because of

- ✓ Very comprehensive awareness raising activity had been done on community to combat child labor abuse and to send their children to school
- ✓ Active and well management of O- grade level children by care givers
- ✓ Well attention given for O- grade level children.
- ✓ School management allocated special budget to O-grade level children to create conducive environment.
- ✓ Special attention of LIAE to create conducive environment for the children(provision of learning materials and refresher trainings to care givers and school management)

## Summary of Major Accomplishment:

Key Activities Descriptions	Unit	Target Plan	Achievements in 2018			
			Male	Female	Total	%
<b>Component-1 Child Labor Free Zone</b>						
<b>Project Specific Objective-1:Community Level Activities</b>						
Refresher training to CF on CDM for 2days	Benf	20	18	2	20	100%
Mini Media Material Award	school	2			2	100%
Out of school clubs Journalist orientation training for 1day	Benf	18	15	3	18	100%
One to one outreach to parents	Benf	1000	350	200	550	55%
CF transportation incentive	Benf	9	8	1	9	100%
Group outreach sessions to community by CF	Benf	3000	955	240	1195	40%
Organize Mass Media Promotion	Event	2			2	100%
Organize Mini Media Promotion	Event	44			44	100%
Religious Organization Network (RON) established	No	9			9	100%
RTC leaders refresher training for 1day	Benf	10	10		10	100%
Community outreach by RONS	Benf	900	765	233	998	111%
Mini Media Material Award	school	2			2	100%
CF transportation incentive	Benf	9	8	1	9	100%
Transportation Allowance to Religious and traditional leaders	Benf	10	10		10	100%
<b>Project Specific Objective-2: Structure and System Level</b>						
Strengthen 9 3Cs	no	9			9	100%
Refresher Training to 3Cs on resource mobilization and CDM for 1day	Benf	45	45		45	100%
Transportation allowance for 3C representatives	Benf	9	9		9	100%
Orientation training to Z3Cs for 1 day.	Benf	7	7		7	100%
Transportation allowance for 3C representatives	no	9	9		9	100%
Award model 3Cs,PTSAs, CFs	Benf	4	10	8	18	450%
<b>Project Specify Objective-3: School Level</b>						
<b>Institutionalization of School Activities</b>						
Adopt from CDM. Student Dialogue Manual(SDM)	Act	1			1	100%
CLFZ In-School-Clubs (CISC) strengthen	no	9			9	100%

Refresher training to CISC committee members for 1day	Benf	45	13	32	45	100%
Conduct in-school group education on SDM	Benf	1000	295	245	540	54%
Orientation training to SMC for 1 day	Benf	15	14	1	15	100%
PTSAs strengthened	no	9			9	100%
SMCs quarter school review meeting	Qur	4			1	25%
Transportation Allowance to clubs representatives	Benf	18	9	9	18	100%
<b>Register Out of School Children</b>						
Conduct child inventory on out of school children	Benf	1000	998	933	1931	193%
<b>Teachers Capacity Building</b>						
Train teachers on CCTM for 5 days.	Benf	20	2	25	27	135%
Recruit additional teachers	Benf	2		2	2	100%
Woreda education office recruit additional teachers/staffs	Benf	3	2	1	3	100%
Experience sharing visit by adjacent schools/	no	9			9	100%
<b>Additional class rooms construction to the targeted schools only</b>						
Additional standard classrooms will be constructed/ <b>class rooms floor cementing done</b>	No of classroom	2			4	200%
Purchase additional compound desks to schools	no	100			100	100%
Provide educational material supports to schools	no	2			2	100%
Trees are planted around the school	No schools	3			5	167%
Stationary support to targeted schools	no	9			9	100%
Establish or renovate low cost play grounds in all schools	no	9			9	100%
<b>Girls Education</b>						
Adopt from CDM, Girls Dialogue Manuals (GDM)	Act	1			1	100%
Strengthen CLFZ In School Girls Clubs (CIS-GC)	no	9			9	100%
Train CIS-GC committee members for 3 days on GDM	Benf	6		6	6	100%
Conduct in-school group education on GDM	Benf	500		195	195	39%
Establish health corner inside schools for girls	school	9			9	100%
Award model parents in sending more than one out of school girls	Benf	9	8	1	9	100%
Transportation allowance to CI- GC representatives	Benf	9		9	9	100%
<b>Direct Academic Support</b>						
Provide tutorial class to low performers	Benf	300		300	300	100%

OSC educational material support	Benf	100	32	18	50	50%
Award best and model performing children	Benf	24	16	8888	24	100%
Community awareness raising and registration of CWD	Benf	6000	4500	2600	7100	118%
On site orientation training on CWD	school	3			3	100%
<b>Component-2: Livelihood</b>						
<b>Specific Objective-4: Decent Work /Economic Strengthening</b>						
<b>Project Specify Objective-4: Income Generation</b>						
<b>Output and Activities 2017</b>						
<b>Phase-1: Activities of SSHGs: Orientation</b>						
Provide one day orientation to SSHG members	benf	90		90	90	100%
Produce and implement by-laws	SSHG	9			9	100%
Legalize SSHGs	SSHG	9			9	100%
SSHGs start group discussion	sess	9			9	100%
<b>Phase-2: Strengthening SSHGs</b>						
Provide MBOI and financial literacy training for 4 days	benf	90			90	100%
Conduct market assessment	SHHG	9			9	100%
SSHGs will be linked with credit associations	SHHG	9			9	100%
SSHGs will develop business plan	SHHG	9			9	100%
Inject matching fund to the SSHGs	SHHG	9			9	100%
<b>Phase-III: Exist Strategies (Orientation Level)</b>						
Design and implement exist strategies						
SSHGs start to become IGGs	No	3			3	100%
Organize joint workshop for sustainability (Orientation)	SSHG	30	36		36	120%
Separate impact assessment on IGGs progress	Act	1			1	100%
<b>Component-3: Corporate Social Responsibility (CSR)</b>						
<b>Project Specify Objective-5: CSR/corporate social Responsibility</b>						
Orientation training to gate keepers and owners	part	20	10	10	20	100%
Local supervision of project activities	mon	12			12	100%
Mentoring support to 3Cs and Z3Cs	no	9			9	100%
<b>Total Beneficiaries</b>	<b>Pers</b>	<b>14232</b>	<b>8145</b>	<b>5083</b>	<b>13318</b>	<b>94%</b>

## Lesson Learned from CLFZ Project:

- Joint planning, implementation, monitoring & evaluation with stakeholders.
- As part of our acceleration and tactic plans designed to community level stakeholders: 3Cs, clubs, leaders, school administrations and community facilitators' were equipped strong and convinced on the importance and challenges of the project through in-built and deliberate capacity building strategies. These had contributed to high community and other key stakeholders' involvement and strong ownership for project objectives and strategies.
- The area based approach in creating CLFZ linked with the community empowerment through various interventions.
- Project staff commitment at field and head quarter levels .
- Good relationship with donor and government.

## CLFZ Project Major Challenges and Action Taken:

- **High Class to Student ratios associated with less equipped class rooms in most of the targeted school especially for O-level program:** In this regard, we made discussions on how they can manage large classes within their capacity contexts and we supported some of the project targeted schools in floor cementing the classrooms especially “O-level” class rooms. Also in close consultation with Woreda education office were recruited facilitators for some schools because of large class size. We advised the school management to mobilize the community to construct additional classes.
  - **Skill gapes on the care giver on how to manage the O-grade level students/children. Based on the need identification made in close consultation with school management Orientation training and experience sharing conducted to child care givers on methodology of early child care managing.**
  - **Because of the seasons being extremely rainy, children some time were absent from schools:** But the 3Cs in collaboration with focal persons jointly conduct intensive home to home follow up to address absent children. All the children coming back to school successfully
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## CLFZ Project Outcome level Results:

- Highly awareness created about child care and well-being, children with disability, and consequences of child employment thus the community had started its efforts by itself to bring back out of school children into schools. Eg. Local churches started O-calses in Lambuda, Foke and Lagnyga gana kebeles and schools are supporting churches by providing chocks and black boards.
- More than 1900 out of school children had accessed again (all of them were new) to education and were better educated.
- Socio-economic status especially their health and psycho-social status of 1650 out of school children improved and vulnerability to risks reduced.
- More than 3000 girl students were benefited modest service and their confidentiality rose.
- 27 care givers capacitated & O grade level student school attendance improved.
- More than 30 adults or poor parents of out of school children (including young adult) had been employed through the project economic strengthening program. Some of them started to gain or earn income. As the same time they are starting to revolve the saved capital as loan to bear interest.
- Improved and conducive environment created inside targeted schools for out of school children
- Demand for and interests of engagements on child care support programs increased; as a result of that, all key stakeholders and the general community had started to actively participate in the major discussion of stopping child employments.
- Zonal level 3Cs, Woreda level 3Cs and kebele level child care committees incorporated child care and wellbeing policy or strategies at their different structure level of policy implementation.

### 3.3. Capacity Development Program:

#### Introduction (Background Information)

The government of Ethiopia is producing poverty reduction strategy paper consecutively aiming to overcome extreme poverty and achieve Sustainable Development Goals. Protection of Basic Service is designed to enhance the financial accountability and transparency so as to accelerate other development efforts. The issue of lack of accountability and transparency is part and parcel of good governance that any Government can aspire.

#### Project ID

- **Name of the project:** Ethiopian Social Accountability Program 2 Bridging and Extension Phase
- **Location of the project:** Lemo, Shashogo, Gibe, Soro, and Duna Woredas of Hadiya Zone in the SNNPRS
- **Funding agency:** World Bank channeled through Management Agency
- **Executing agency:** Hadiya Zone Finance and Economic Development Department, Hadiya Zone Education department, Hadiya Zone Agriculture department, Hadiya Zone Water, Mines and Energy Department and Hadiya Zone Civil Service Department
- **Project cost/budget:** 2,097,028.8 ETB+ EXTn

#### Project Description

Ethiopian Social Accountability Program2 (ESAP2) is multi donor trust fund channeled through World Bank (WB) and been managed by a Management Agency (MA) that has been established outside of the Ethiopian government structure for ensuring independent and efficient implementation of the program, which aims to strengthen the access and quality of basic public services implemented by local government institutions in the areas of water and sanitation, education, agriculture, rural roads and health care.

#### Objective of the project

The overall objective of ESAP2 is to strengthen the use of social accountability tools, approaches and mechanisms by citizens and citizens groups, civil society organizations, local government officials and service providers as a means to make basic service delivery more equitable,

effective, efficient, responsive and accountable through strengthening the capacities of citizen groups and government to work together in order to enhance the quality of basic public services delivered to citizens. The Program also seeks to give voice to the needs and concerns of all citizens on the delivery and quality of basic public services in the areas of education, health, water and sanitation, agriculture and rural roads

ESAP has undergone various phases amongst which, ESAP2 BP and ESAP2 BP Extension Phases were the final ones to move to ESAP3. The major strategic priority of the *bridging phase* (BP) is to consolidate and deepen SA in 10 ESAP2 participating woredas (SNNPRS Hadiya Zone and Gambella) and keeping SA on local government agenda while the *Extension phase* mainly focused on broadening the thresholds of BP among the concerned stakeholders by large.

**Output Result ESAP:**

Phase	Activities	Unit	Target Plan in 2018			Acheivment in 2018				Remarks
			Male	Female	Total	Male	Female	Actual	Accomplishment in %	
<b>Bridging Phase</b>	<b>1.Start up</b>									
	Signing MOU/Amendment	MOU			1			1	100	
	Zonal and Woreda level Kick-off session/Start-up meeting	Part	100	100	200	100	100	200	100	
	Recruitment and reassignment of Staffs	Part	2	2	4	2	2	4	100	
	<b>2.Woreda level Social Accountability activities</b>									
	Zonal and Woreda level project stakeholder meetings (mid-term and project end)	Part	200	200	400	200	200	400	100	
	Support the operation of woreda SACs by LIAE	Part	100	100	200	100	100	200	100	
	Conducting sensitization on SA messages	No			4			4	100	
	Organizing FDGs, interface meetings, budget hearings, JAP monitoring	Quarter			4			4	100	
	<b>3.SA sensitization and SA process implementation by SACs</b>									
	Sensitization on SA messages (through e.g PV, Theatre, showing ESAP2 documentary, SA clubs)	Part	3000	3000	6000	3000	3000	6000	100	
	FGDs, interface meetings, budget hearings, JAP monitoring meetings at woreda/kebele level	Part	6000	4000	10,000	6000	4000	10,000	100	

	<b>4.Support to weak SACs</b>									
	Refresher training for weak woreda SACs	Part	80	80	160	80	80	160	100	
	W-SAC and council experience sharing and learning events	Part	40	40	80	40	40	80	100	
	Support to PSNP woredas	Part	14000	10000	24,000	12000	12000	24,000	100	
	1.JAP Monitoring and coaching	Part	80	80	160	80	80	160	100	
	2. WSAC and council experience sharing & learning	Part	312.5	312.5	625	212.5	212.5	425	68	
	3.Co-facilitate woreda council training with MA	Part	62.5	62.5	125					
	4.SAC Stakeholders Review meeting	Part	145	145	290	145	145	290	100	
	5.SA sensitization & SA process implementation									
	-Theatre for Social Accountability(TSA)				-			-	-	
	-Participatory Video (PV)	Part	12	12	24	0	0			
	6.Support to PSNP woredas									
	-Visit to Shebedino woreda	Part	5	5	10	5	5	10	100	
	<b>Total Benficiries</b>	<b>Part</b>	<b>24139</b>	<b>18139</b>	<b>42278</b>	<b>21960</b>	<b>19960</b>	<b>41919</b>	<b>99%</b>	

## **Outcomes or High Level Successes of the ESAP Project:**

*The successes of the project are fine tuned and linked to the initial set objective of the project, which is consolidation and deepening SA and make SA as a local government agenda. Accordingly, the following successes are presented.*

- A) **Increased private sector involvement:** Issues identified by ESAP2 interface meetings and developed JAP as the result of it, has brought up enormous community initiatives with budgetary impacts that has to be supported by all sectors including private sectors. In the meantime, private sectors as part of the community members are all well aware of the issues raised and been convinced to be part of the problem and stood aside to support the actions set forth by SACs. Accordingly, during this phase private sectors (investors) became more cooperative to share the burden of the community and built standard hollow block class rooms for students in Soroworeda at Kalisha primary school with significant budget (more than 2 million birr) , that increased school intake capacity for improved school participation, which is one of the fruits of SA*
- B) **Changed Mindset of PSNP Beneficiaries/Clients:** Prior to SA introduction, the PSNP beneficiaries were looking themselves as a passive recipients of aid with inferior personality. But, after the SA exercise in PSNP context, they became able to understand that PSNP program package usage is their rights: not something given to them by personal wish of individuals. This changed the mindset of the clients, which became a turning point to develop confidence with increased self esteem. As the result, the beneficiaries became more committed to the works of PSNP since their mindset is changed to knowing the right of being the owners of the program.*
- C) **Increased local sector office/councils participation:** This phase of the project more aspires to see increased sector office/councils participation to ensure that the government has owned the program. However, initially the local government/council people were not readily enough to be that much conscious for support of the program. They were looking as if we were doing politics rather than development. But, through gradual understanding, they became closer to the program. Especially, the council roll out training provided to the councilors paved ways and opened up windows of mutual communications and closed widows of misunderstandings that much favored the smooth implementations of SA.*
- D) **Increased knowledge of community to voice out for change:** Guided by the SA tools, the program has contributed in awakening the grass-root communities to frequently raise their issues of concern without fear by making dialogue with the service providers. This frequent dialogue and consultations made able the community members to voice out for their priority needs. To substantiate this statement, in Opagna Kebele of Gambella Zuria woreda, an old man who was*

*the pioneer of the surrounding, strongly argued in front of guest visitors that he and his team was in need of agriculture sector intervention whilst the already chosen sector for intervention in the kebele was education and WASH. He further claimed that, flour mill installation is very important for the surrounding community to grind their corn since they are suffering by manual grinding, which has affected the energy of women and young girls that over burdened them to get safe life. This magnificent encounter of an elderly person who has had no experiences of voicing out before, but who now been a bravely speaking person, surprised the visiting team. So, it can be concluded that the communities are moving ahead by voicing out for their priority needs for change.*

- E) Use of TSA for broader community outreach - even for sectors out of ESAP2:** *TSA is a tool introduced by SA to familiarize ESAP activities to the wider public through theatrical arts mechanism, that mainly targeted talented (with additional training) youths of the community. In line with this, the trained youths were deployed with the objective to create awareness on ESAP issues in Gambella and the response of the community was very impressive. The way how the youths presented the theater in local context much attracted the audiences and they were being following the sessions attentively. On top of this, the Gambella regional BoFED gave recognition to the TSA team and the team is invited on different events out of SA (such as FTA budget hearing) and created awareness at large.*
- F) SA Contribution to LIAE- OD:** *Prior to SA introduction, the organization's capacity was limited in terms of program and financial management. But, along the introduction of SA, the systems, approaches, intervention modalities put in place as well as frequent capacity building trainings provided coupled with sincere follow-ups from the MA became important input for LIAE for its strengthened efficient service delivery. Besides, the concept of accountability, which was not that much known in the organization before, got due emphasis and been incorporated in the organizational values along with prepared accountability implementation guideline to make LIAE a more accountable organization. Also, the organization streamlined the issue of social accountability in all of its organizational programs.*
- G) SA introduction brought up unintended positive results:** *In the SNNPR, LIAE is undertaking different programs in addition to ESAP program. In connection to this, there are neighboring non-ESAP kebeles and ESAP kebeles working side by side in parallel form. However, though the interventions are different, many methods and approaches are adopted from ESAP implementing kebeles regarding SA. Especially, the tools for issue identification, like CSC, PPB etc became much helpful to identify priority needs in the non - ESAP LIAE operational kebeles. Also, the process of conducting interface meeting on identified issues, prioritization and implementation in*

*consultation with service providers and budget allocations are widely exercised in non-ESAP kebeles of Gibe woreda in particular and in others in general. As the result, the spill-over effects brought up unintended results, which changed the behaviors of the community.*

#### **H) SA complementarities of inclusiveness with LIAE's Hard-to-Reach (HTR) development approach**

*From the start, LIAE's program implementation modality is mainly focusing on hard-to-reach (HTR) marginalized community groups, which initiates inclusive development. On the other hand, ESAP also encourages the inclusion of voices of the marginalized groups when identifying issues of concern. So, since both LIAE and ESAP share common values in this regard, it became an opportunity for LIAE to exercise inclusive approach that also complemented ESAP's area of concern. Therefore, LIAE much benefited from ESAP approach of inclusion and learned how the voices of the marginalized people are heard and their needs are addressed with clear action plan.*

#### **I) Partnership:**

Typically, partnership is the relationship between two or more people or organizations that are involved in the same activity. Similarly, partnership is also like friendship - to do things friendly and mutually with accountability to meet common goals. In connection to this, in practice, by working in partnerships with LIAE, the program opened up channels of communication between citizens and the responsible government bodies and public service providers that much promoted the importance of the program in the targeted operational woredas. Additionally, with regard to MA-LIAE partnership situations, to our view, the existed relationships are excellent and levels of communications are impressive. Both of us are in a good understanding to one another and frankly discussing on our common issues and reach on solutions. Particularly, maintaining the quality of works was the integral part of our concerns that we were been handled together.

### **Challenges of the ESAP Project**

The project faced the following major challenges. These are:

- **Turnover:** During the project period there was a frequent turnover of authorities that always made the efforts to remain at fresh look. The culture of transferring recorded documents for traceability to the successors is very poor in sector offices. Also, when someone is newly assigned, s (he) will not get any orientation by the concerned that made things always new. However, opportunities are there to get the left ones again by rotation as the movement is within the limited ethno geographic locations.

- **Security:** Regarding security, the recent scenario of the country is in turbulence here and there. Because of this, our ESAP woredas of Gambella were under serious shock in the previous times that affected progress of work, though there is some peace at the moment.
- **Scattered Settlement:** As elsewhere in the country, most of our ESAP woredas have scattered settlements. This situation hinders proper movement and our WCs are forced to move on foot for long distances, which challenges work efficiency.
- **Communication/Transport:** Most of our ESAP woredas are not linked with rural roads and also some woredas (eg Wantawa) do not have internet access for communication. Hence, the sum of these issues together will make communication issues very challenging.

## 4.OUTCOMES/IMPACTS

- ✦ High Demand and acceptance were raised for our programs among the community and government offices.
- ✦ Institutionalization of our programs was effectively done in such a way that it ensured sustainability.
- ✦ Economic status of poor and underserved community groups and individuals was improved.
- ✦ Social barriers for marginalized groups were reducing meaningfully.
- ✦ Children received academic knowledge and life leadership skills.
- ✦ Women participation in the economic and social issues were improved
- ✦ High demand for education was generated among the rural community; especially among the Fuga community.
- ✦ Demand for girls' education was increased meaningfully.
- ✦ The number of condom utilized by mobile people was increased. The percentage of MARPs visiting HCT/STI was continuously increasing.
- ✦ Some MARPs especially CSWs were completely quitting their commercial sex works and participating on IGA and peer education on HIV/AIDS.
- ✦ Saving of economic support groups were increasing on the way that the IGA groups were beginning to sustain their development and survival.
- ✦ Capacity of local project stake holders was increased.
- ✦ Valuable reputation and good image was built to the organization.
- ✦ High acceptance and support raised for LIAE projects and programs.
- ✦ Quality of services improved.
- ✦ Increased engagement of community on development of their localities.
- ✦ Service improvement in all sectors.
- ✦ Continues changes and improvement on various institutions working in association with LIAE projects.
- ✦ Promote strategic thinking and approach among the key program actors of LIAE.
- ✦ Strategic shifts of LIAE programs based on evidences generated from the community interventions programs.
- ✦ Visibility of LIAE and its partners increased.
- ✦ Opportunities for community support programs increased because of the successful work LIAE has shown at grass roots.
- ✦ Improved skill among staffs and management members.
- ✦ Proper knowledge management system started to be established.
- ✦ Promotion of evidence based decision making process among LIAE stakeholders and within the organization itself.

## 5. SUCCESS STORIES

### *a) Success Story of MULU KP/PP Activity*

*Index case contact testing made it possible for MSr xxxxx and her family to take advantage of family testing days and to take control of their health. This is a story of a young Lady (AGYW) Mrs. xxxx aged 24 who lives in Dimma town in a place called Gabisa. She is married to Mr. xxxxx and she has two children with age of seven and eleven.*

*At the time that Love In Action Ethiopia conducted an outreach campaign in this town, many of the people were so glad and willing to get tested. Among them is Mrs. Xxxxx, since she was unaware of her status. Then she got tested and finally her result was positive. She also grew increasingly concerned over the health of her families. Then she got both her children tested; and identified one of the child's result negative but the other child as HIV Positive. Then through the guidance of LIAE Health staffs (counselors) and through partner notification with the modality of index case testing, she was aware of how to introduce her husband. Then she went to her husband and had a discussion. As she knew her husband has a contact history with two partners, she also provides the information to LIAE staff. But he refused to get HIV testing. Then, the counselor met him at safe place to have this conversation which is at a grocery and counseling service was provided to him. Finally, through their support he notifies his sexual partners. Through systematical approach of Index case testing, his other partners' notification was done. He has a total of six sexual partners (three wives and another three sexual partners). Five of them are Agnuak and one is Habeshawit. After counseling service was provided to them, they were offered to get HIV testing. Then four of them were willing, but one refused. Finally the test result showed four of them to be HIV positive in addition to his three children from his two wives. Due to the national policy of test and treat, all of them were put on antiretroviral therapy (ART) and began to live positive living style. Therefore, case finding through index patients is a promising strategy to maximize HIV case detection.*

***b) Success story of HCE:***

*Munira Darefeta age is a 5th grade Student who loves her education and is always attending her classes. She also participates in the different school based activities/events organized by Love in action under the HCE project. One day she had a shocking conversation with her parents. They said that at this age she has two alternatives One, she has to get married or two migrate abroad to work and send money to support her families. She refused both and decided to continue her education. That choice had consequences. Her parents were always insulting her comparing her*



*with other girls in the neighborhood who either got married or migrated to support their parents. Since this was affecting Munira, the school principal, teachers and LIA-E project officer held many discussions with her parents for them to understand the dangers associated with the offers they provided to their daughter. The parents are now convinced and Munira has continued with her education. She is very grateful*

*to Sani Hassen (LIAE Project Officer), her teachers and the principal for their support in her dreadful situation. Munira is a very confident girl and she had shared her story at the National Workshop, Child-led exhibition that was held this year in Bahir Dar on June 20, 2018. She has continued with her education.*



*C. Success Story  
Education Project:*

*This is one of the  
out of school  
Children his name  
Dawit Gintamo.  
Dawit Gintamo is 8  
years old child and*

*he was OSC before two months before because of marginalization (he is from fuga community). When this special project implementation started in Lambuda kebele, 3Cs in collaboration with CF conduct inventory of out of school children in the project implementation target kebele. They found Dawit and his family and create full awareness on the issue of child labor/employment consequences. He mentioned that am of being OSC because of marginalization and child employment. Finally, after creation of awareness the parents of Dawit promised to send Dawit to full time school. And Dawit is currently O-class student in Lambuda school. He is very impressed and motivated on the created opportunity. Also appreciated LIAE/KINDERPOSTZEGELS on the created chance.*



#### ***D. Success Story of CHCT***

*Mihret 27 age was born at Bench Maji zone in Debrewerk village. She is from low economic income family. Her father is died and her mother take responsibility to lead families with her two brothers and two sisters alone. She drop from 7th grade due to shortage of school material and family problem. She goes to Dima just after she leave the school by her peer pressure friends to have better life. She start working as waitress in bar and restaurant, but she doesn't satisfy and search for other options in which she get better opportunity for her income. She start friendship with customer and expand her relation outside. On weakened, she start enjoying outside and earn money through her peer groups. Later, she had permanent friend. Her friend is working as laborers in which the working environment is not safe and many population flows from different angles. Later sickness feeling was happen in unusual that wouldn't happen her life. She decide for HIV testing and make discussion with one of CHCT CRPs. The CRP convince for testing and brought to health workers of the program. Her HIV testing result show positive and she becomes emotional. Health worker together with CRP take more time on counseling to calm down her situation. Later with great deal she agrees to start medication.*

*Tigist, age 20, was born and raised in Ilubabor zone Metu town. She just lost both her parents and one of her sisters in a devastating car accident a week after her 14th birthday and fled to Gambella for a better life. Gambella wasn't as easy as she thought it would be. Eventually, she found a job in a bar as a waitress and started helping her siblings. Besides having a good payment, the new job let her met a life partner whom she loved the most. After 3 years of togetherness, she found out that he was a married man and they broke-up. Right after the break up, she started feeling weak, losing her weight and feeling sick frequently. She gave up on everything and stayed in her bed for 3 months. She thought she was missing her boyfriend, she never thought this could happen.*



*“Someone knocked at my door; this is unusual. No one has visited me except the one friend I have. I couldn’t speak up since I was very weak.” This is how she remembers the day she was visited by the health workers. After a great deal of discussion, she was convinced to take Testing and Counseling service in her home. She was devastated when she was told about her test result. Despite the counseling and psychological support provided by the community health workers, it took her a while to make herself brave and start medication. She realized all the weakness and the sickness wasn’t just about missing her boyfriend. “The nurse came to me as an angle; if it wasn’t for her I wouldn’t get the test and be convinced to start medication. The volunteer’s life experience and advice was life changing too. Now I feel strong and healthy again. I have given my consent to be enrolled in to the care and support package and been visited by them twice. They also helped me to disclose myself to my friend. Life seems easy now.”*

## E. Social Accountatbility (SA)

### SA Improved Health Conditions and Reduced School Dropouts of Students in WASH Sector:

Ajulu Oman is a 45 years old woman, living in Itang Special Woreda, Itang kiir kebele. She has three children - the elder one is in grade 6<sup>th</sup> and other two children were in 1 and 2 grades. She divorced her husband 5 years back while nursing her third baby, following her husband marriage to another wife. In Ajulu's Kebele, even though, there was a water point constructed in the kebele, it became out of use for 8 months and she was forced to use river water for drinking and household purpose. In this case, her youngest baby was badly affected by Diaharra, and she has no money for treatment. She suffered too much and the communities contributed money for her and she went to Itang Town to let her baby get treatment. After her baby got recovered and came back to her Kebele, she feared that her children may be caught by water born disease again and she started searching for clean water in very far away from her house. In this circumstance, here elder daughter started to be absent from school, looking after the house and preparing meal for her younger sisters. In summary, there are two problems that Ajulu faced - the health of her children and the absenteeism of her elder daughter from school. Itang kiir was one of the ESAP2-BP Kebele in itang Special Woreda. During the implementation of ESAP2-BP by tools like CSC, the issue of clean water was identified and became part of JAP of the Kebele. In monitoring of the service availability the issue of clean water was prioritized as many women and children were suffering in different ways. Kebele chair man and other KSAC members went to the Woreda WASH office to make a dialogue so that water point will be maintained as soon as possible by sharing specific problems like that Ajulu's faced. The office appreciated the commitments in the kebele and sent technicians quickly after the dialogue and the water point was maintained. Now, the clean water is near Ajulu's house and she said *"today I will find clean water near my house, my elder daughter continued her education, there is no more water born disease that can threaten my children's life any more, many thanks to ESAP2-BP for mobilizing the KSACs and solving our main problem."* Otho Ora is a Kebele SAC member and he also appreciated the ESAP2-BP saying *"We will sustain the results of SA by making discussions with people to identify people's problems, and prepare their own action plan and share it with Woreda then, monitor the service improvement in the community."* Finally, Oman Olay- the woreda chief Administrator concluded by saying *"the issue of SA made us proud for we solved many problems through JAP. We, as WSAC will encourage KSACs to let them continue problem identifications in the community and share it with us, so that we will make a discussion and find the finance sources to solve the problems by our own"*

## SA Tool Helped to Solve Multifaceted Problems in Education Sector

Ojulu Thow is a 42 years old farmer living in Opanga Kebele, of Gambella Zuria Woreda. He was living with his 17 years old daughter, learning at Opagna kebele primary school in Grade 7<sup>th</sup>. His wife died while his daughter was 10. Then, he continued his living in a very miserable condition with his little daughter, whose life mainly depends on very small cultivated plot of land. Besides, Ojulu Thow and his daughter faced two problems. These are:

1) The grain mills previously constructed in the Kebele during village settlement program has stopped functioning two years back and he was forced to grind his crops in Abol town, 2Hrs away from the Kebele ,and comes back to prepare the meal for his little daughter. Thus, he has no full time to cultivate the larger plot of land that can feed him and his daughter throughout the year.

2. He should have saved time of cultivation if there is no long queue on water point for clean water as there is only single water point in the Kebele. And sometimes, his daughter will replace him to do either of the two, and vice-versa. Thus, she was not attending the full class throughout the week, for helping of her father on manual work.

As the result, firstly, Ojulu and his daughter have faced upsetting life such as, having small plot of land that have no enough crop yield to feed them all the year round and beaten by severe hunger, and secondly, Ojulu's daughter have no full time to do her home works and failed in grade 6<sup>th</sup> two years ago.

Notwithstanding, during the application of CSC SA tool, the issue of clean water and grain mill shortage in the kebele was raised by different community group representatives and came to be part of joint action plan (JAP) during interface meeting. Followed by the light coaching of JAP by Woreda coordinator and KSACs, Woreda SACs were motivated to maintain the water point and grain mill in the kebele that solved two multi-sectored problems in the Kebele along with improving the life of Ojulu and his daughter as well as the community at large. Because of this critical intervention, there had been:

- No more too much waiting hours on water points and ojulu saved a time to have more time in cultivation, that turned to increase the size of the plot and no more shortage of crops and on the other hand, Ojulu's little daughter became free from household activities and attended her school properly.
- No more going 2 hours on foot twice a week to Abol town for grinding the crops, which also increased Ojulu's time in cultivation and avoided the little daughter's absenteeism from school.

Now Ojulu is witnessing on his interview that his life has changed by saying *"I can access clean water nearer to my house; and I can grind my grains here in the kebele; also I increased the yield of crops this year and no threat for hunger; my beloved daughter became free from helping me and she can attend her class properly and passed to grade 7<sup>th</sup> this year with progressive result, and I hope she will have a good*

rank next year- So, many thanks to SA staffs and KSAC/WSACs for their continued JAP coaching and creation of influence on Woreda Government.” Also, Opara oboya, a SAC member and Opagna Kebele Manager said “we have encountered many multi-faceted problems; many students were staying at home doing household activities; the rate of students drop-out have increased because parents were busy waiting too much hours on water points and going long distances to grind grains; but, all such problems were solved and we are proud for the commitment we made by using the SA tools and techniques; I would like to thank LIAE and its SA program for showing us the ways that led us to solve our main problems easily.” He further added,” even-though the program will phase-out, we took the initiative and remained committed that the KSACs will continue monitoring and coaching the unsolved issues of the JAP”

### **SA Is Used As a Tool to Ensure Food Security Efforts in Agricultural Sector**

Wanthoa Woreda is one of the ESAP woredas located in the western part of Gambella region, near to Sudan border. In the Kebeles, lack of timely improved seeds distribution to the farmers perpetuated frequent hunger coupled with lack of marketable fruit and vegetable that also aggravated food shortage in the Woreda communities. Due to this, the issue was raised by all ESAP2-BP Woredas, and been prioritized on JAP following the interface meeting held with the Woreda Agriculture office. After this, the office took the responsibility and discussed about the issue with Regional Agriculture Bureau by which agreement was made with the regional Agriculture Bureau to distribute seeds according to the farmers’ seasonal seeds request to Woreda Agriculture office. Thus, starting from the time, the problem was solved and the Woreda farmers are now receiving the seeds based on their interest. Thwok lul, is a 49 years old farmer in Letchure Kebele. He mentioned that, “before SA program during the winter seasons, the Agriculture office has been only distributing Maize seeds, while since everywhere will be dried where as we would also like to be given different marketable vegetable and fruits to cultivate on the river bank during dry season. Following the discussions with the concerned government office, now things are okay, we are receiving every seed according to our interest. And also most of us have cultivated tomatoes and potatoes for market on the river bank (Baro River)”. He further added that,” DAs are also helping us to apply the modern ways of cultivation. Many thank to SA program for showing us the ways of solving problems easily and improved our lives by influencing the concerned government bureau”. Gogn Gatwach - the WSAC member also said that, ‘all in all we will follow and sustain the techniques of EASP2 to solve problems by making all KSACs and WSACs active all the time and we will make the SA issue to be a part of the Government system. We will also inclusively mobilize KSACs when there is government operation at all Kebeles of the Woreda and many thanks to the Staffs and the program as whole”.

Source: Original report by WCs, compiled by GPC and edited by HOPC

## 6. MONITORING, EVALUATION, LEARNING AND REPORTING

### Monitoring: -

- ✦ LIAE staffs together with Relevant government and Donor staffs conducted routine monitoring of project or program implementation on Monthly Basis and 12 Monitoring visits were conducted in the last one year.
- ✦ 12 Onsite Feedbacks were given to all Routine Monitoring of Project implementations in project implementation sites.
- ✦ As a good result of the monitoring visits by donors the organization was privileged to get more funds, scale up scope of programs and receive recognition certificates.
- ✦ 4 staffs review meetings were conducted so as to measure the organizational progress.
- ✦ At grass root more than 120 review meeting were conducted to measure project progresses.

### Evaluation and Capacity Assessment:-

- ✦ All projects sites of Mulu KP/PP and others were addressed with periodic performance assessment.
- ✦ 2 Terminal Evaluation workshop workshops were conducted in Oromyia and Gambella Regional States for Mulu HIV Service for Key and Priority Population and Community HIV Care and treatment projects together with the regional relevant government staffs presence and better lessons were drone on the program sustainability
- ✦ 4 round Routine data quality assurance was done in all project implementation sites and recommendations were given to projects sites for improvement.
- ✦ Two Organizational capacity assessments were done by external engivigilators and LIAE Had got best lesson out of it

### Research or Surveys and Strategic Issues:

- ✦ Different tool were prepared to conduct baseline study on the socio-economic challenges of Fuga community.
- ✦ Survey was conducted on SRH challenges of Hadya and Silte Zones.
- ✦ More than 10 mappings exercises were done.
- ✦ Data was collected to revise LIAE strategic plan.
- ✦ Output based organization work process and human resource management (including evaluation process) systems were built and operational.
- ✦ Staffs office disciplining strategies were designed and implemented.
- ✦ Vehicle policy were prepared and approved by LIAE management board.

## 7. COMMUNICATION, FUNDRAISING AND PARTNERSHIP

### 7.1. Introduction

This progress report focuses on some of the major activities accomplished by the Communication, Fundraising and Partnership Unit of Love In Action Ethiopia (LIAE). Within this short period, despite some challenges, the Unit has successfully accomplished some major activities, which are believed to generate funds for the organization's programs, promote the organization's image, and strengthen the overall organization's communication with its internal and external publics.

### 7.2. Major Accomplishments

#### Action Plan Designing

- The communication department was well furnished and separately arranged
- Communication development plan was prepared
- Fundraising action plan was designed and approved.
- Partnership action plan was designed and approved.

#### Communication

- Acted as a focal person for LIAE.
- In collaboration with LIAE's Education Program Manager, designed and edited Initiative Africa's Project Newsletter.
- Represented LIAE in meetings including National Communication Meeting organized by Management Agency for Ethiopian Social Accountability Program 2.
- Represented LIAE in discussions including LIAE's Management Committee discussion with World Learning.
- In collaboration with LIAE's Education Program Manager, prepared PowerPoint presentation for the National Workshop on Ending Early Marriage in Ethiopia.
- Edited final evaluation report prepared for Ethiopian Social Accountability Program (ESAP 2).
- Re-initiate LIAE's website and provided it to the web designer.

#### Partnership

- Communicated more than 30 embassies in Addis Ababa in person and via email and created awareness about LIAE's programs and activities. Received positive feedback from and maintained relationship with some of the embassies.
- Prepared Prospective Partnership Assessment Form and distributed to program managers.

- Enabled LIAE to establish partnership with Ethiopian Wildlife and Natural History Society (EWNHS) and Voice of Wilderness Developmental Organization.
- Communicated PHE-Ethiopia Consortium (Population Health and Environment-Ethiopia) and submitted membership request form.

### **Fundraising**

- Prepared Terms of Reference (TOR) for Fundraising Committee and distributed copies to Committee members.
- Made donor briefings at the Embassy of Netherlands and the Embassy of Czech Republic.
- Carried out donor mapping analysis and communicated with LIAE's program managers on how to renew and upgrade current donors and attract new ones.
- Solicited and summarized more than 30 open funding opportunities, and communicated with LIAE's program managers on ways to apply for the calls. Some of the program managers succeeded in applying for some of the calls.
- 500 copies of fundraising brochure were published and distributed.
- Participated in designing project concept notes including for Canada Fund for Local Initiatives, and EU's Civil Society Fund II.
- Prepared more than 6 project proposals from which LIAE won 2 of the project grant bid.

### **7.3. New Initiative**

- New Initiative Projects are:
  - Mothers and Children Specialized Hospital
  - Elders and Children Rehabilitation Center
  - Excellence Center
- Implemented Activities of the New Initiative Projects/boarding school program are:
  - ✚ Designs were prepared for structural, sanitary, electrical, and architectural activities of the project including the 3Ds of the buildings and sites and searching for funding opportunities.
  - ✚ Separate financial account was opened.
  - ✚ Contact was established with various embassies to start fund raising activities.
  - ✚ Good image was built about the organization

## 8. ADMINISTRATION AND FINANCE REPORT

- ✚ The general assembly of LIAE had conducted one annual meeting.
- ✚ The management board has conducted 4 ordinary and 2 extra ordinary meetings so as to discuss and passed strategic decisions on 13 agendas on its ordinary and extra ordinary meetings.
- ✚ Action was started to prepare Strategic Plan; Vehicle policy; and Fund Raising and Communication Plan (FCP) was prepared and some of them got approval from board.
- ✚ More than 3000 emails and letter of correspondence was made.
- ✚ Contract agreement was signed with all staffs.
- ✚ New staffs were recruited from which many of them are program staffs.
- ✚ Fixed asset registration was done.
- ✚ Orientation training was provided to finance staffs on grant management and financial administration.
- ✚ The management had conducted more than 15 meetings so as to review projects progress and to make decisions on various administrative and financial issues.
- ✚ Financial data recording and analysis was regularly done.
- ✚ Financial report was regularly submitted to donor organization and government offices.
- ✚ Preparation for financial audit was done.
- ✚ Annual financial report is prepared.
- ✚ Supportive supervision conducted at different times in the year
- ✚ Budget prepared for year 2019 and submitted to CSA
- ✚ Employees' performance evaluation was done.
- ✚ New administration and finance head was recruited.
- ✚ New job evaluation and output measurement tools were revised and implemented.

## 9. KEY ORGANIZATIONAL LEVEL CHALLENGES

- ✦ Communication, Fundraising and Partnership Unit halted temporarily since it was getting support from the boarding school funding.
- ✦ Lack/shortage/ of budget to further promote the organization through publishing and distributing promotional materials such as calendars, posters, newsletters.
- ✦ Sudden and unplanned budget cuts and project phase outs of major donors (50%-100%) affected actions in grass roots and administration activities which have mainly rising costs of administration expenses due to reduction in program activities and closure of some of our project sites at grass roots. This has significantly affected poor and vulnerable social groups who have been receiving services from LIAE and have lost services by the budget reduction.
- ✦ Some staffs misconducts and unethical and unprofessional behaviors.
- ✦ Serious budget deficiency for handling administration activities and controls.
- ✦ The complete failure to progress on building the boarding school program because of reason which we don't yet understand.

### Key Actions Taken by the Management:

- ✦ The management have implemented aggressive resource mobilization efforts and implement fund recovery mechanisms and cost reduction strategies. Likewise, LIAE's hard to reach areas like Gambella has been expressively affected by the budget cut. It is clear that the organization has made unlimited efforts to secure more funds and establish new partnership opportunities through devising strategies for assigning a focal person for fund raising as a support staff, establishing exclusively responsible unit for Fund Raising, Communication and Partnership programs, for reducing spending on administration activities through introducing tight finance management systems.
- ✦ Voluntarily and involuntarily terminating some of unethical staffs.
- ✦ Conduct a serious of discussion with relevant government signatory offices to re-start the boarding school program and to decide on alternative modalities.
- ✦ Re-thinking of organizational project execution processes and resource mobilization Practices.

## 10. Financial Report

Attached as separate document