



Newsletter for the month SEPTEMBER

Project News

The second Phase of the NIGAT Project officially inaugurated

The second phase of the NIGAT project was officially launched on September 25, 2025, at the Stay Easy Hotel. The official opening ceremony was attended by invited attendees from various government agencies, including representatives from the transport ministry, the City Administration Women, Children and Social Affairs Bureau, the Gulele Sub-city Women, Children, and Social Affairs office, the education office, and other stakeholders which contributed remarkable roles in the former project session like Iddir leaders and school representatives.

The executive director and co-founder of the organisation formally disclosed the start of the second phase of the NIGAT project; following that, the project's program coordinator presented the project's achievements throughout the previous three-year project period and then addressed the need for the second phase of the project in detail.

The new pilot project has brought a number of additional activities to impact on the well-being of the child domestic workers through various initiatives. These activities include providing short-term vocational training to seventy-five older CDWs and reintegrating one hundred younger CDWs into formal education within the span of one year for the project. The project has focused on child domestic workers.

A number of attendees, including members from the Ministry of Labour and Skills, representatives from the Ministry of Transport, and others, delivered speeches and reflected on the significance of the project to eliminate the abuse, labour, and exploitation of child domestic workers from the workforce.

At the inception session of the second phase of the NIGAT project, there were thirty-eight individuals participated. These participants were representatives from a variety of local government departments.



Briefing session concerning the second phase NIGAT pilot project

Preschool and sponsorship program

HCE-RDA shared the economic burden of the families of children

HCE-RDA shared the financial burden with the families of Entoto Hope Kindergarten students. Sixty-six families were given wheat flour and edible oil for Ethiopian New Year. The organisation encourages individuals wish everyone 'Happy New Year' and spend the holiday with their happy families. Families of these children express their deepest appreciation to the partners and organisations who provide exceptional assistance for making their day enjoyable, as well as for receiving their children's preschool education with complete backing, which allows children to enrol in the education rather than keeping their children at home and involving them in various activities that are too challenging for their age.

Meanwhile, sixty-six students started school for the new academic year on September 15, 2025. Twenty-three economically disadvantaged kids were also admitted to the kindergarten to take the place of those who graduated from upper KG last year.



Sharing the burden of families of children for the Ethiopian New Year

NIGAT project

Brainstorming session to employers

Fifty different employers participated in a brainstorming session that was centred on the overall issue of CDW. As of the lack of conception on the part of the employers, there are still a lot of CDWs that have been put through handling in a bad condition. A number of CDWs remain working under awful circumstances due to employers' lack of understanding. The intention of the brainstorming session was to improve employers' empathy their CDWs.

Older CDWs has started practical training

During the second phase of the NIGAT project, a number of different initiatives were carried out with the intention of influencing the livelihoods of CDWs. More than twenty-eight elder CDWs participated in three distinct market-oriented vocational training that were carried out over a short period of time. The theoretical portion of the training has been completed, and they are currently working through the practical portion of the program. Every single one of them enjoys their training because they chose to work in the field because it was something that interested them themselves.

Rather than working as domestic servants, they are strongly urged and inspired to participate in the program in the belief that it would allow them to make a change in their lives. Throughout the course of the survey, they shared their enthusiasm and inspiration, and they were certain in their belief that the training will alter the course of their future. They indicated that they enjoy the way that the training is delivered and that they are able to learn new skills in the areas in which they are interested.

They are really appreciative for the availability of the training; some of them even forego their monthly income to partake in the training. They are concluding the second month of the program and are still left with two further months. They will take a certificate of competency evaluation following their on-the-job training. The new pilot NIGAT project comprised a variety of activities to ensure that CDWs benefit from this endeavour. Employer willingness is an essential component in CDW participation in various initiatives that benefit them. During the discussion with CDWs, it was discovered that a number of CDWs do not have a place to stay while their employers grant them time off. Thus, discussing the problem of safe space with employers is regarded as critical so that CDWs can spend their time in the safe area.

In a similar vein, it has been exerting a great deal of effort to educate employers about the rights and protections afforded to CDWs, with the goal of encouraging employers to limit the utilisation and mistreatment of CDWs.

CDWs and CoE's received training

Forty-two centres of excellence have received the first-round employers' children, who are currently undergoing training. As a result of the experience gained from the previous project outcome, it has been demonstrated that the utilisation of CoEs as a point of entry to alter the mindset and behaviour of employers was very effective. The training was instructed utilising the curriculum that had been predesignated in order to provide the training in a manner that was both extremely productive and very structured.

The training has mostly concentrated on two fundamental themes, such as the distinction between rights and needs, as well as equity and equality within the workplace. The training has been carried out utilising a participatory approach in order to facilitate the children of the employer in effectively internalising the topics that have been discussed. Working with CoEs helps CDWs overcome the exploitation and abuse they have experienced.

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Brainstorming session for employers



Older CDWs at the hairdressing & beautification and leather production training

No Child left behind project

Academic resources has been distributed to vulnerable children

Scholastic materials have been distributed to hundreds of vulnerable children impacted by urban migration and trafficking. The children come from less fortunate children communities whose socioeconomic situation is classified below the threshold of poverty. Their earnings are barely sufficient to cover their children's daily basic necessary expenses, and they are unable to send their children to school for assistance them with their schooling.

52 girls and 48 boys have been admitted in the program intended to assist them continuing their education without interruption owing to a lack of academic resources. During the distribution, the program coordinators interviewed the children about their education and assistance. Students who obtained the resources expressed that they were forced to drop out of school owing to a shortage of academic resources, regardless their strong motivation to continue their education. They also stated that academic resources encouraged them to continue with formal education and motivated them to work hard in their studies. Ninety percent of children embraced in the 2023/24 project period were successful and passed to the next class with remarkable results.

These children's families are capable of perseverance to work hard and transform the lives of their children and themselves. Since they are located in the most densely populated locations, they do not have the possibility to own land and engage in agricultural operations. Many mothers suggested that they would be more productive if they had their own small businesses. HCE intended to organise them in self-help groups so that they could benefit from the experiences of other women and participate in various IGAs in groups.



Students who enrol in the formal education in the new academic year while receiving academic resources

Women socioeconomic empowerment

The story of Kebebush Kabura

I am a woman named Kebebush Kabura, and I am 38 years old. I have three children: two girls and one boy. I had a significant financial difficulty parenting my children. I did nothing to send my children to school and even to feed them properly. I worked as day labor to fulfill at least the need of my children. I didn't have a steady income and lived hand to mouth. When I was in this circumstance, I had been embraced into a self-help group (SHG). I was undergoing various training. I gained skills and information from the program. HCE taught us about saving, so I began saving. The program taught me how to breed improved cows, sheep, and poultry products as well as cultivate backyard gardens with improved vegetables and fruit. The course also helped me enhance my social inclusion skills. I would like to convey my heartfelt gratitude to HCE-RDA and its partners for their significant contributions to improving our lives.

I appropriately manage the resources I obtained from HCE-RDA. The training taught me how to save money with other SHG members, seek out a loan from our savings to send my children to school, give my children nutritional food, and save money by selling eggs. My revenue grows steadily as I sell the fruits and vegetables that I grow in my backyard. I cared for and cultivated improved wheat, sow it, and received a lot. I taught people about the benefits I received from joining SHGs. I would work hard and be a strong role model for other women.



One of the right holders of women economic empowerment program, Kebebush Kabura

Second Chance Project

Second Chance classes started at Konso zone and Chench and Kogota district

In the Konso Zone, Karat and Kena District, as well as in the Chench and Kogota districts, children who dropped out of school or are not currently attending school have been identified and registered to begin attending classes as part of the Second Chance project. The project's objective is to facilitate the reintegration of students into conventional education, known as formal schools. A total of one thousand youngsters between the ages of nine and fourteen who are participating in the initiative have been enrolled. Due to the financial circumstances of their families, reintegrating these youngsters into formal education has not been a simple undertaking with a lot of obstacles to overcome. They rely on them to assist them with the work around the house and in agricultural endeavours; in addition to that, they use their children as a source of money.

The HCE-RDA provided all of the students with academic resources in order to encourage them to attend school and to aid their families in lowering the cost of these resources. Over the duration of the past two years, it has been reported that over two thousand children who had previously been missing from school have been reintegrated into formal education. Additionally, their families are organised through Self-Help Groups (SHGs) and given help to participate in a variety of activities that generate cash in order to maintain the enrolment of these children and to prevent urban child migration and trafficking.

On a regular basis, conversations are held with the families in order to raise awareness about the significance of including their children in formal education in order to realise their dream. The families are grateful for the academic resources offered, and it supports their children to attend their schooling. Nowadays, according to the regional education office, it has been able to witness a change in the attitude of the families in sending their children as well as in avoiding child migration and trafficking.

The story of Aschenaki Zenebe

Aschenaki Zenebe, a 14-year-old boy, joined the Second Chance Education programme in 2023. Before that, his life was filled with responsibilities at home. He supported his family by doing different household work for many years, which prevented him from enrolling in school during the first chance of his life. Even though he carried heavy responsibilities, Aschenaki always had a deep wish to learn, go to school, and learn in class with friends.

When he got the opportunity to join the Second Chance programme, Aschenaki faced many challenges at the beginning. He could not identify letters, read words, or recognise numbers, and solving even simple mathematical operations was difficult for him. But with determination, encouragement from his facilitators, and support, Aschenaki made remarkable progress.

Throughout the 2023 academic year, he showed outstanding improvement in all subjects. His favourite subject was English, where he worked very hard

and gained strong confidence in reading and speaking. By the end of the school year, Aschenaki became the top performer in his class, ranked first overall, and successfully transitioned into the formal school system. Today, he is a Grade 5 student in a government school. He is still a top performer.

What makes Aschenaki's story even more inspiring is his dream. He says, "When I grow up, I want to be a doctor because I want to heal different people." His journey from not knowing a single letter or number to becoming one of the best students in his class demonstrates the life-changing impact of the Second Chance Education programme.

Aschenaki's success is not only a personal achievement but also a source of hope and encouragement for other out-of-school children. His story proves that with access to education, commitment, and support, every child has the potential to succeed and build a brighter future.



Konso Second Chance project, at the very beginning of the class



Chencha Second Chance students in the classroom, learning by doing



The story of Ascenaki Zenebe