



# HOPE *for CHILDREN in* ETHIOPIA

Newsletter for the month May [adapted and abridged]

## Administrative NEWS

### The Sub-city parliament members have visited the head office

On 21 May 2026, eighteen members of the Gulele sub-city parliament visited the HCE head office and some of its interventions. The primary intention of the visit was to listen to the challenges and discuss how its interventions have impacted individuals' lives.

During the visit, a brief overview was provided to highlight the various interventions carried out in the sub-city. This followed by a question-and-answer session, where members reflected on the presentation. The executive director explained that running all programmes in rented buildings is the major challenge, as it consumes a significant amount of money. The members of the parliament pledged to address this issue to support the organisation.

The parliamentarians also visited the vocational training centre, where they spoke with trainees about their interests and involvement in the programme. They encouraged and motivated the trainees to make the most of the opportunity, even though the training is free. Additionally, the parliamentarians urged the organisation's team to continue their excellent work to improve the lives of street boys and girls, as well as other young people facing labour and exploitation.



## Project Related NEWS

### Terminal evaluation has been conducted

The project Dignified Lives for Vulnerable Children and Their Families, which began in January 2025 at the Leku City Administration, has completed its final review. The terminal evaluation was carried out by a team of six people from the Sidam Region finance and women, children, and social affairs bureaus; the Leku City Administration finance and women, children, and social affairs offices; as well as the head office programme director and monitoring and evaluation personnel.

The finance expert handled the closing evaluation. The branch programme coordinator provided a detailed presentation of the program's operations and finances. There was also a question-and-answer session and a reflection on the project's success. Members of the regional and city administration expressed their opinions and requested clarification on a few matters. The programme director and branch programme coordinator responded to all of the authorities' concerns and queries.

In addition, regional and city administration authorities spoke with the project's beneficiaries. The beneficiaries described the benefits they received and the changes in their life as a result of the training they received, as well as the financial and technical resources provided to engage in income-generating activities. The beneficiaries also discussed the difficulties they have had as a result of the country's actual financial instability, which has rendered their business vulnerable. Finally, the regional and city administration offices disclaimed the organisation in order to find new partners to carry on the beneficial work that had begun in the city administration.

The project was discontinued owing to a lack of funds, affecting the lives of many more children who were unable to attend formal school, as the project's focus was on vulnerable children exposed to urban migration.

## NEW LIFE PROGRAM

### The story of Enatnesh Tadese

I was born in a small, remote village in Debremarkos, Gojam. My name is Entanesh Tadese, and I am an 18-year-old girl with two brothers, older and younger. I lost my father when I was so young. Since my younger brother was born, my mother developed a serious uterine problem that eventually turned into cancer. Alongside her chronic illness, we have struggled to survive. My older brother got married, moved away from our place and did not support us. Due to my mother's suffering, I had to drop out of school in grade three and spend one third of my life as a day labourer. When my uncle saw my situation and burden, he consulted me to live with him by supporting a few matters in his home for 1,000 birr. However, this little money did not help my mother, as she spent it on medicine and fulfilling household matters. I later discussed my strong need with my uncle and decided to leave his house to work for other families as a domestic worker, hoping for better pay. Unfortunately, I was overworked and had little free time. Despite these hardships, I was determined to do whatever it took me to help my mother. During this difficult time, I met a community volunteer from Hope for Children. She understood my situation and introduced me to the organisation. There, I met the programme coordinator of the project, shared my story, and was accepted into the sewing and design training programme. Although I am now in a better mood, I still carry the pain of my mother's illness in my heart. I pray that God will grant her relief from the cancer she has endured.



# LIGHT HOUSE PROGRAM

## The story of Samuel Mulu

My name is Samuel Mulu. I am 18 years old and a grade 9 student. My father and my mother were divorced a long time ago, and I lived with my mother and my younger brother. My mother struggles to cover our daily consumption and the house rent by working on traditional clay pots. My father does not support any of us and left her nothing except a burden; she could not manage it. When I frequently saw my mother's burden, I was unable to tolerate it and decided to drop out of my education. I have been supporting her in the production of traditional clay pots for the last two years. We earn little money from the selling of the finished pot. The income my mother obtains is hand-to-mouth, which does not move beyond the house rent. When I went into this situation, I met my friends, and they told me about the opportunity they get at Hope for Children. I decided to come to the organisation and to tell them my problem. When I came to the organisation, I found the director of the organisation and told him my entire story. He allowed me to join the vocational training with my friends. Right now, I engage in the sewing and designing training in the morning, and I support my mother in the afternoon. I tried my best to change the lives of my mother and my younger brother. I wish I were professional in sewing and designing and let my mother have rest. I am very grateful for being privileged with this opportunity.

# NIGAT PROJECT

## The safe space was officially start functioning

The safe space coordinator and psychosocial support officer illustrated the actual situation of the safe space. The space has already been secured, and the place is filled with essential resources that entertain those CDWs who do not have a place to go and rest in their time. Furthermore, a discussion was held with employers, and CDWs registered and obtained the service of the safe space. The safe space provided CDWs with psychosocial support, rest time, and experience sharing with their mate and others. The Safe Space initiative has been launched officially, and a stakeholder visit was done with a total of 30 CDWs and their respective employers. Parallely, a risk assessment is ongoing to provide support in the coming quarter.



The counselling and safeguarding issues were continuing in the last years, and many more CDWs were transformed into normal conditions after they had received psychosocial support. Beneficiaries, such as CDWs who lost their fathers or were exposed to sexual violence, underwent various situations, received psychosocial therapy, recovered from their trauma, and continued their training.

# Women Empowerment program

## The story of Aster Tola

I am Aster Tola, a 40-year-old woman. I have two children, a boy and a girl. My spouse died as a result of the collapse of houses, unexpected accident, in Addis Ababa. I received nothing from the death of my spouse. Sometimes no one can fill the void he left behind. On the one hand, losing him made me feel lonely, on the other; he left me with complete responsibility. Things caused me to distance myself from the community and lead a lonely life. I didn't have a steady income to meet my living expenses, so I did my best to sell all I had. I occasionally gained something, but mainly returned home with empty hands. It was tough for me to provide even the most basic needs for



Aster Tola in various activities

my children. I attempted to convince myself to work hard to better my life and seize any possibilities that came my way. When I was in such a situation, Hope for Children provided me with the opportunity to become part of one of the earliest self-help groups. I am currently a member of the SHGs. The training inspired me to become an entrepreneur and to enjoy what I have done. First, I was given the opportunity to become a member the SHG and participate in various training programs that transformed my way of thinking and attitude. I have been able to plant various fruits and vegetables that I received from the program in my backyard garden, and I make 10,000 birr from apples and more than 5,000 birr from vegetables each year. The organization has also provided me a spinning machine, allowing me to send my children to school and make up for my savings. The organization also rewarded me with improved sleep after recognising my strength and perseverance. I thank everyone who has made significant contributions to the improvement of our lives. I would teach women to be resilient like me because there is always a way out of the difficulties we experience in life!

## Territorial Management and Sustainability Project

### Meselech Kambo: From Whispers to a Roar of Change

Meselech Kambo's life was filled with obstacles until the Pawanka Fund project educated them on their rights, inclusivity, and equality. As a single mother of five children, she handled her days with a quiet acceptance, often feeling invisible, like a whisper lost in the wind. The world, it seems, was a place where her voice could not fully reach, particularly as a woman from a minority society. But then came the training, an avenue of information and empowerment. As the sessions continued, Meselech's emotions began to flare. Learning about her core human and legal rights was more than just information; it was like a key that opened a door she didn't even know existed. The previously abstract principles of inclusiveness and equality began to take root, providing her with a vision of a better way of life, one in which she and her children deserved to be seen and heard.

The most significant shift, however, was the development of her confidence. The training

gave more than simply instruction; it also created a community. Sharing experiences with other women, hearing their stories, and recognising she wasn't alone in her problems sparked a fire. She began to stand a little taller, her gaze now engaging others directly rather than hidden in shyness. The terror that had kept her in the shadows began to fade, replaced with a calm strength.

This increased confidence quickly turned into advocacy. Meselech recognised that her personal experience demonstrated the power of knowledge. She began speaking up, first in small group conversations and then in community meetings. She began to describe the issues that women like herself confront, pushing for fair treatment and equal chances.

Meselech Kambo is no longer just a mother of five; she is also establishing herself as a prominent figure in her community. She regularly engages in local discussions, mentoring other women and pushing them to pursue similar training. Her home, which was once a place of quiet suffering, has evolved into a hub for knowledge sharing and support. She still lives with her family, but not in the shadows. Meselech, on the other hand, is a source of light, demonstrating how empowerment, knowledge, and a little bit of courage can transform lives and radiate outward, causing waves of positive change.

## Second Chance “Chencha and surrounding Kebeles”

### The story of Tarekegn Tadese

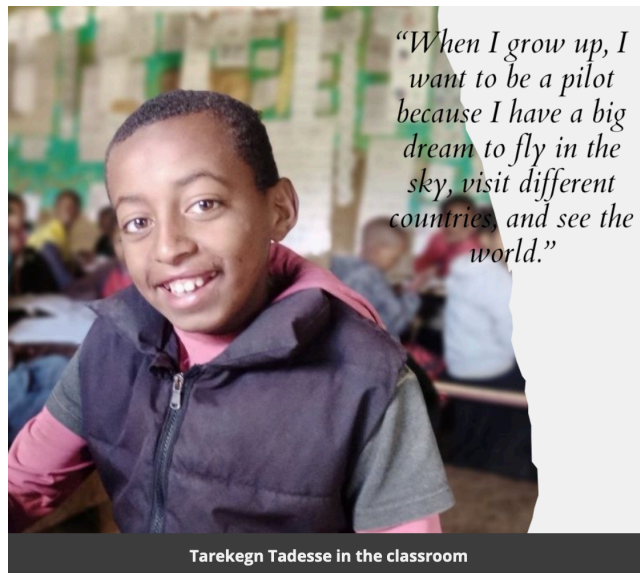
Tarekegn Tadese is a Second Chance student at Mesho Primary School. He is 11 years old. He was out of school for three years after dropping out from Grade 1 due to family problems. During this time, he stayed at home and engaged in different household activities to support his family.

Before rejoining school, Tarekegn had no interest in education because of negative experiences in his early schooling. He was emotionally affected by being laughed at, neglected, verbally insulted, and often told that he was a “lazy student”. As a result, he completely lost his self-confidence and motivation to learn.

After hearing positive information about students who had joined the Second Chance Education programme at Mesho Primary School, he decided to enrol. At the beginning of Phase 1, Tarekegn could not recognise letters or numbers or read simple words. He was very shy, had low confidence, did not participate in group activities, and struggled to perform learning tasks effectively.

However, after joining the Second Chance class, his facilitator focused on improving his emotional well-being by providing care, encouragement, and a friendly learning environment. He was supported step by step with patience, appreciation, and continuous guidance. The supervisor also closely followed his progress.

Gradually, Tarekegn improved significantly. He gained self-confidence, began actively



participating in class, and developed positive relationships with his friends and teacher. Now, he can read 59 words per minute, perform basic mathematical operations confidently, and actively assist his teacher and classmates in different activities. He has also become one of the top performers in his class.

Tarekegn loves his teacher because of the support, care, and encouragement he receives in the classroom, where he experiences love, freedom, and motivation to learn. When asked about his future profession, he said, “When I grow up, I want to be a pilot because I have a big dream to fly in the sky, visit different countries, and see the world.”

This case shows how emotional support, learner-centered teaching, and strong supervision can transform a child’s learning, confidence, and future aspirations.

## Second Chance program “Konso Zone”

### Cluster Supervisors made experience sharing

Cluster supervisors have made an experience-sharing session with Konso Zone “Second Chance” project supervisors. The focus of the experience sharing is learning the various types of delivering lessons. The experience sharing was carried out in the office and at the Busso duty station. Fourteen supervisors and roving facilitators participated in the experience-sharing session.

The discussion also attempted to address the challenges encountered in the teaching-learning process of the second chance project. During the experience-sharing session, the team also visited various classes to observe the ways of teaching and learning processes, as the project covers the three classes within a year.

In other news, a question and answer session has been carried out among second-chance classes with the intention of enhancing the skills of students and motivating them for better results. Students who stood first to third were awarded. According to the facilitators, this practice should continue to create healthy competition among students and classrooms, which leads to effective and efficient accomplishment of the overall project.