



Newsletter for the month July [adapted and abridged]

Administrative NEWS

Summer Camp at Hope Entoto Kindergarten

Children at Hope Entoto Kindergarten engaged in summer camp. The session was provided to share the word of God with them and has been shared to study different skills and knowledge.

Volunteers from Sweden have provided the session, lasting for five days. Hundred children participated in the summer camp, including children from the kindergarten. The session not only shares the word of God but also addresses the needs of children by providing casual dress and other support. The children who participated in the summer camp have been delighted with the session. Many expressed their gratitude through songs and performances, showcasing what they learned during this enriching experience. The volunteers emphasised the importance of teamwork and compassion, encouraging a sense of community among the children.



Children at Hope Entoto Kindergarten listening to the word of God

Children who participated in the summer camp received a certificate of participation. The event concluded with a celebratory gathering, where families were invited to witness the children's performances and share in their achievements. This initiative fostered a sense of community and encouraged the children to continue their personal growth and spiritual development.

HCE also extended its deepest gratitude to volunteers for their commitment and dedication in teaching the word of God, spending their valuable time with children and extending effort to meet children's holistic need at Hope Entoto Kindergarten for five days.

Project NEWS

Spring cap has been constructed

A new spring has been developed in Kale Doko Eshecha village, located in the Chenchu district, to address water scarcity. The community's involvement has been both remarkable and strong, demonstrating effective collaboration with the branch office. The commitment and effort of community members, who provided resources such as stones and tools, as well as their time for labour, contributed significantly to the swift completion of the spring capping. Their involvement in the construction of the spring capping promotes communities' resource ownership.

As there is a lack of clean water in the area, community members, particularly children, have been vulnerable to waterborne diseases. This situation has also resulted in women

and children spending excessive time fetching water, which underscores the need for improved access to clean water. Additionally, the project seeks to inspire similar initiatives in neighbouring areas, thereby enhancing public health and bolstering community resilience.

The spring capping has been constructed in the area where one hundred heads of families have lived. Right now, the spring capping has been providing services to the community. The positive impact of this project extends beyond immediate health benefits, increasing a sense of unity among residents as they collaborate on maintenance and management.



The spring capping start functioning

New Life Project

Personal Narrative of Dagi

After I went through a terrible situation, I was getting back to life. I was born and grew up without knowing my identity. Not knowing my father has been hurting my feelings all the time. I am the fifth girl in the house of eight siblings, and my mother bore me with the father, whom I did not know. I am Dagi Bochorie, an 18-year-old girl. I was born and grew up in Arba Minch, Darmalo village. My parents did not send me to school; other children in my village accessed it. Our mother is a poor farmer ploughing a small land for living. My brothers and sisters left our mother's home and moved to Addis Ababa in search of a job and a better life. The condition of my mother also did not allow me to stay with her, and I was urged to come to Addis to stay with one of my sisters. She has taken advantage of me by making me care for her babies with payment, but she refused to pay me my wage. After I stayed with her for a year, I decided to work as a day laborer and asked her to stay the night. I have had a strong desire to support my mother, and I sent the entire amount to my mother through my sister. However, she sent nothing to my mother; instead, she used the money I earned from my labor. I must cross the forest to travel to my sister's home after my daily labor. One day, three gangsters raped me while I was crossing the forest to go to my sister's home. It happened when I was at the age of sixteen. I could not identify them due to the mask on their face. I did not get justice!!

What happened to me broke my heart and hurt my feelings, and I could not stay with my sister, so I went back to my mother. After I spent some time with my mother, I came back again to Addis and started working as a domestic worker in a large family house. I could not stay with them due to their insults, mistreatment and heavy workload. I left their house without knowing where to go. I took time in a small coffee shop by the side of the road. The owner asked me about my situation, understanding that I was in a bad mood. She

was asking me about my situation and suggesting I contact HCE. She told me that the organization could allow me to acquire the opportunity to engage in the shelter. I went to HCE and met Mr Yonas. I told him my entire story and the path I went through. He gave me the opportunity to stay in the New Life Girls' Home and attend the vocational training. My interest was to take training in garments, but due to my illiteracy, I engaged in hairdressing and beautification training. Being human is what I need. I would like to support my mother and change my life, forgetting what happened to me in the future. I thank the organization, the trainer and everyone.



*Dagi at the practical
hairdressing & beautification*

Light House Project

The narrative of Sisay Moges

I am Sisay Moges, an 18-year-old boy. I was born and grew up at Lalibela, in the town in North Ethiopia. I attended formal education up to grade four, but it helps me only for the sake of reading and writing. I lost my father when I was a child, leaving me with no memories of him. My mother resides with my sister in Lalibela. She has no additional source of income apart from a small piece of land, which she has rented out for sharecropping due to her age, as she is unable to cultivate it herself. I moved to Addis Ababa two years before in need of an employment opportunity, but my life ended up on the street. I was compelled to live on the street in different parts of Addis Ababa for two years. My friend and I have lived on the street, carried different objects for little money, and eaten leftover food from hotels. Living on the street is incredibly challenging; it is cold, and there are times when you go to bed without having eaten anything, which only exacerbates the situation. Additionally, you may be at risk of various diseases. Furthermore, the night police officers occasionally prevent you from sleeping on the street.



Sisay at the practical garment training

When I went through this situation, we met young people who were in the training at Hope for Children. They insisted we go and consult the project personnel at HCE. We came and met project coordinators and told them our story. The organisation accepted us to live in the Lighthouse with full facilities provision of sanitary products, basic needs and others, and take vocational training. I have engaged in the sewing and designing training. After I joined the training, my perception and attitude have changed. I have a dream to start my own garment shop and change the lives of my mother and my sister. I thank everyone who contributes a lot for the change of lives, in particular youths.

NIGAT Project

Impacts of NIGAT project

The NIGAT project involved younger and older domestic workers in different actions such as vocational training, financial support to start their own business, and facilitating formal education for younger CDWs and others. The project addressed issues of CDWs regarding rights and protection, safeguarding, and the rest.

Territorial Management & Sustainability Project (PAWANKA)

Intensive Training on Rights, Inclusiveness, and Equality



Women while taking intensive training on rights, inclusiveness, and equality

Women and marginalised community members participated in the training focused on women's rights, inclusiveness, and equality. The intention of the training is to equip women and marginalised individuals with a comprehensive understanding of their rights, promote the principles of inclusiveness, and foster a culture of equality within the community.

Training and Microfinance Initiatives for Economic Empowerment

Women have taken training on microfinance to initiate economic empowerment. Women in the community do not obtain the opportunity to economically sustain themselves due to cultural barriers. Two hundred ten women participated in the training with the intention of addressing systemic barriers like poverty and inequality by providing training and microfinance opportunities.

Women Empowerment (Church of Sw.)

Vulnerable Children's family received resources

Women in the self-help groups received resources aimed at sustaining their income and addressing issues related to child migration and trafficking. Fifty chickens were distributed among ten women, and four cows were allocated to selected members by the leaders of the self-help groups (SHGs).

Second Chance Project (CHENCHA & KONSO Operational areas)

Second chance students received award

Students who participated in the Second Chance program have completed the 2025/26 academic year by taking the placement examination. Those who demonstrated the highest reading skills and achieved the best results on the placement exam received various resources. These awards encourage students to improve their academic performance. The recognition motivates them to pursue their education in the next phase of their academic journey.

The district's education offices, school principals, the project coordinator, and the facilitators attended the reward session. Sixty students who ranked first to third in each class were selected to receive awards in various materials from the district education office.

In addition, sixty girl students whose results are better than the rest of the students are also awarded to encourage the participation of girls in formal education.