



**Yenege Tesfa Integrated
Development Humanitarian
Organization**

Annual Report for 2024/25

Project Year

July 2024 – June 2025

**“Psycho-social and Economic Support
for
Disadvantaged Community Members”**

July 2025

Gondar



1. General Information

Implementing Organization Yenege Tesfa Integrated Development Humanitarian Organization
Project Title“Psycho-social & Economic Support for Disadvantaged Community Members”

Project Location

- Region:** Amhara
Zone: North Gondar and Gondar special zone
Intervention areas’: - Gondar city administration
 - Debark city administration
 - Debark woreda

Beneficiaries:

Direct Beneficiaries Plan: Male - 3,824 Female - 2,820 female Total – 6,644
 Success: Male - 3,649 Female - 3,439 female Total – 7,088 (106.7%)
Indirect Beneficiaries Plan: Male - 6,145 Female – 5,641 female Total – 11,786
 Success: Male - 5,277 Female - 5,432 female Total – 10,709 (90.9%)

Project Period From July 2024 to June 2025

- Funding Agencies:**..... 1- EthiopiAid,
 2 –Dertiende Ster (13 Stars)
 3- Iscos Marche Onlus,
 4- Stichting Beletu
 5- Embrace Foundation, and
 6- Full-Circle Learning

Total Project Budget Cost - **ETB 25,893,976.68 (100%)**
Program Cost: **ETB 22,218,599.27 (85.8%)**
Admin cost: **ETB 3,675,377.41 (14.2%)**

Contact Person: Hailu Gebeyehu
 Manager



Background of the Organization

Yenege Tesfa Integrated Development Humanitarian Organization (YTIDHO) is a non-profit, non-religious, and non-political civil society organization. Established in 2002 by its founder, Nigisti Gebresilassie, YTIDHO initially served 10 to 35 orphans and street children in an unstructured manner for three years. On August 18, 2004, the organization was officially registered as a local NGO under the name “Yenege Tesfa Orphans and Street Children Organization” with registration number **1693** by the Ministry of Justice. In November 2009, the organization was re-registered as an “Ethiopian Resident Charity” under the same name, with registration number **0513**. Since then, its license has been renewed twice, in 2012 and 2015. Following the new proclamation for Civil Society Organizations, Yenege Tesfa was re-registered as a legal entity on August 22, 2019. Over the years, Yenege Tesfa has expanded its scope significantly, enabling it to reach a growing number of beneficiaries. In 2017, the organization changed its name from “Yenege Tesfa Orphans and Street Children Organization” to “**Yenege Tesfa Integrated Development Humanitarian Organization**” to better reflect its diverse portfolio of projects. These include **education support, medical and health-related services, income-generating activities (IGA)** and **societal development**, and other broader humanitarian approach.

The organization’s implementing partners and project staff possess extensive experience in project operations within the proposed areas. Their project management expertise, collaboration with government sector offices, strong reputation, and funding management capacity ensure the effective achievement of intended project outcomes.



General Activities of the Organization

Yenege Tesfa Integrated Development Humanitarian Organization undertakes a range of core activities designed to strengthen community resilience, empower vulnerable populations, and promote sustainable development. These general activities include the following:

Brokerage The organization serves as a **linking agent** between various stakeholders, including government offices, non-governmental organizations, community-based groups, and beneficiaries. By acting as an intermediary, it facilitates collaboration, builds strategic partnerships, and ensures that resources and services reach the right people in the most effective and timely manner.

Capacity Building A key pillar of the organization's work is building the knowledge, skills, and competencies of individuals and groups. This is achieved through training sessions, workshops, technical support, and the dissemination of vital information. Target groups include single mothers, youth, community volunteers, and local farmers. The aim is to enable these individuals to become self-reliant and active contributors to their communities' development.

Service Delivery The organization is actively involved in the direct provision of essential humanitarian, developmental, and social services. These services address urgent needs in areas such as education, health, food security, and psychosocial support. Through its operational programs—such as school feeding, medical support, agricultural assistance, and child care—the organization ensures that the most vulnerable groups receive the support they need to live with dignity and hope.

Vision and Mission of the organization

Vision

The vision of the organization is “Yenege Tesfa aspires to achieve a child-friendly, kindhearted and supportive society where every child, every underprivileged and disadvantaged community member attains rights to survival, protection, development and participation”.

Mission

The mission of Yenege Tesfa is to provide holistic, integrated care and support to orphaned and vulnerable children, ensuring their physical, emotional, educational, and social well-being. Through targeted interventions and sustainable programs, the organization aims to empower children to become productive, self-reliant members of a healthy, equitable, and developing Ethiopian society. This mission is carried out with a strong commitment to child protection, community involvement, and long-term development impact.

2. Executive Summary

The "**Psychosocial and Economic Support for Disadvantaged Community Members**" project had a one-year lifespan, aiming to address critical issues in collaboration with relevant government offices. The project focused on providing basic necessities, school materials, health-related support, skills training, and awareness on psychosocial well-being, life skills, hygiene, communicable diseases, and crop production for vulnerable and disadvantaged groups in Gondar City, Debarq Town, and Debarq Woreda.

Throughout the project period, orphans and street children, students at various educational levels, single mothers, patients, and broader community members were reached through formal communication channels. The organization aimed to enhance its humanitarian interventions in a more organized, coordinated, and effective manner. It placed strong emphasis on sustainable development, focusing on alleviating poverty and improving the quality of life for vulnerable, desperate, and destitute individuals in Gondar and Debarq.

Yenege Tesfa Integrated Development Humanitarian Organization, as the implementing partner, worked diligently to carry out the planned activities for the 2024/2025 project year. The organization's achievements, best practices, lessons learned, challenges, solutions, and financial utilization are presented in this summary.

The project was implemented under four main components:

- Home for Tomorrow
- Educational Support
- Medical Support and other Health-Related Services
- Income-Generating Activities and Societal Development

Under each program component, a wide range of planned activities was successfully implemented throughout the year. These activities were aligned with the organization's strategic goals and designed to address the urgent needs of vulnerable and marginalized community members.

As a result, the organization was able to reach a total of **7,088 direct beneficiaries**, including **3,439 females** and **3,649 males**. This achievement represents **106.68%** of the annual target, indicating strong performance and effective outreach. The slight overachievement reflects both the growing demand for the organization's services and its ability to respond flexibly and efficiently to emerging community needs. To ensure the successful implementation of these activities, the organization utilized a total budget of ETB **25,893,976.68**. This amount accounts for **106%** of the total income allocated for the reporting period, demonstrating excellent financial management and resource utilization. The near-complete use of available funds also highlights the organization's commitment to maximizing its impact



through the efficient use of resources. Overall, the year was marked by strong program delivery, sound financial and measurable positive outcomes for the target communities.

Best practice - One of the best practices observed during the year was the significant progress made in engaging both newly appointed and existing city administration leaders, as well as our project partners. Through consistent communication and collaboration, we held ongoing discussions with board members and key stakeholders. These interactions provided valuable opportunities to clearly present the organization’s mission, core objectives, and current activities. This helped strengthen mutual understanding, foster support, and promote transparency in our operations.

Another notable achievement was the expansion of our poultry business initiative. Building on the success of our initial small-scale poultry project, the organization launched a larger-scale operation in 2024/2025 by introducing 300 Bovans Brown egg-laying hens. This initiative aimed to generate additional income for the organization while also contributing to the nutritional needs of children supported through our programs. The project not only created a sustainable source of revenue but also served as a practical demonstration of income-generating activities for the community.

The **main challenge** encountered was the lack of transportation, as the organization did not own any vehicles. This issue was mitigated by renting cars or bajaj (Toktok) and occasionally receiving support from local government partners.

3. General Objective and its Outcome

The **general objective** of the project was to provide comprehensive support to **7,088** vulnerable beneficiaries—including orphans, street children, single mothers, marginalized farmers, extremely poor patients, and malnourished children—living in **Gondar city, Debark town and Debark woreda**. The aim was to alleviate their temporary but critical social and economic hardships, with the goal of resolving **at least 106.6 %** of these issues at the end of the project year.

Based on the outcomes achieved through the implementation of planned activities, we believe that more than 93.4 % of the identified challenges faced by the target beneficiaries were effectively addressed. This success was made possible through the collective efforts of the organization, committed staff, local government offices, community-based partners, and other stakeholders who worked in close collaboration throughout the project period.

The impact of the intervention is evident in the improved living conditions, enhanced access to education and health services, strengthened livelihoods, and increased psychosocial well-being of the beneficiaries. This outcome serves as a strong indicator of the project's effectiveness and the importance of continued multi-sect oral collaboration to sustain and expand such life-changing initiatives.

4. Project Achievements

4.1 Home for Tomorrow Project

Home for Tomorrow” is one of the four core project components of Yenege Tesfa Integrated Development Humanitarian Organization. This project focuses on providing comprehensive care and protection for vulnerable children, particularly those without parental support or stable family environments. Its aim is to ensure that these children grow up in safe, nurturing settings that promote their physical, emotional, social, and educational development.

The project includes the following key sub-components:

1. **Group-Home Children’s Overall Care and Support:** This sub-project offers holistic care for orphaned and vulnerable children living in group homes managed by the organization. These homes provide a family-like environment where children receive adequate shelter, nutrition, education, healthcare, emotional support, and guidance. Dedicated caregivers ensure that children are nurtured with love, respect, and attention, enabling them to grow into responsible, confident individuals.
2. **Day Care Service** This service supports children from low-income or vulnerable families, especially those raised by single mothers or guardians who need to work during the day. The daycare center offers a safe and stimulating environment where children are provided with early childhood education, nutritious meals, hygiene support, and social interaction. This allows parents—particularly single mothers—to work or attend training with peace of mind, knowing their children are in good hands.

Through the “**Home for Tomorrow**” project, Yenege Tesfa aims to break the cycle of poverty and neglect by offering vulnerable children a solid foundation for a brighter future—one where they are protected, empowered, and given the opportunity to succeed.

4.1.1 Results of “Group Home Children’s” overall Care and Support

A. Group-home Management

- ✓ Over the past project year, we successfully fulfilled our plans to provide essential support for **84 (56 male and 28 female)** children living in 6 group homes. This included the provision of food, clothing, bedding materials, and the creation of safe and secure living environments that meet their basic needs. Additionally, we supplied school materials and addressed the children’s health and wellbeing to ensure holistic development.
- ✓ **Awards for Academic Achievement** Recognition was given to **10 (8 boys and 2 girls)** children from the group homes who achieved top ranks in their classes during the last school year. These high-performing students were awarded various prizes as a way to

celebrate their hard work, dedication, and academic success. The awards ceremony not only honored their individual achievements but also served as a powerful source of motivation and inspiration for other children in the group homes to strive for excellence in their studies.

- ✓ **Support of Group home children who returned from their universities: 8 university students** from the organization who have recently returned from different universities for summer break have been organized to support and mentor the younger children living in group homes. By forming study groups, these university returnees share their knowledge and experiences, helping the younger children improve their academic skills. This collaborative teaching learning environment aims to boost the educational outcomes of the group home children, to reach them for better results in this academic year.
- ✓ **Monthly Meetings:** Twelve monthly meetings were held regularly throughout the year. These meetings included the guardian mothers and fathers from all six group homes, and Group Home staff. The discussions in these sessions proved highly valuable, enabling participants to share best practices one to the other, collaboratively solve common challenges, and build strong interpersonal connections—nurturing a true sense of family among the group homes.
- ✓ **Dedicated Group Home Team:** The team consists of four staff members—a Coordinator, a Social Worker, Psychologist, Educationalist, and a Nurse. Their primary role is to ensure the overall wellbeing of the children. Throughout the year, they worked tirelessly, both individually and as a team, to meet the children’s physical, psychological, and emotional needs as well as their education status with unwavering commitment.
- ✓ **Group home meeting:** In addition, **26 biweekly meetings** were held within each group home, involving the children, their guardians, and big siblings. These meetings played a vital role in ensuring that all children were equally guided by their group home's rules and regulations, fostering discipline, accountability, and a shared sense of responsibility.

Positive Outcomes: As a result of these consistent efforts as well as the essential supplies and care, noticeable improvements were observed in the physical and mental development of each child. This transformation stands as a clear and measurable outcome of the project’s effectiveness.



Guardian Mothers and Fathers discussion with Group home staff



Food stuff and sanitary materials bought for group-home children





Provision of clothes and shoes for Group home children

B. Group-home children's Education

Throughout the year, children living in the organization were provided with essential school materials such as notebooks, pens, pencils and uniforms. This ensured that the organization helped them to enable the children to focus on their education.

- For 84 group home children provided 788 pens, 1127 notebooks, 154 pencils, and 39 school uniforms throughout the school year.



School uniform distribution for Group home children

- Among the 84 children living in the group homes, all are currently enrolled in formal education across various grade levels. The distribution of students by grade and gender is as follows:
 - **Grade 1–5 (1st level):** A total of 36 children are attending, comprising 26 boys and 10 girls.
 - **Grade 6–8 (2nd level):** There are 24 students at this level, including 15 boys and 9 girls.
 - **Grades 9–10 (1st level high school):** A total of 12 children are enrolled in 1st level secondary school—10 boys and 2 girls.
 - **Grades 11–12 (2nd level high school):** At the pre-university level, there are 12 students, with a balanced gender distribution of 6 boys and 6 girls.

This data reflects the organization’s strong commitment to providing quality education for all group-home children, ensuring that they are placed in classes appropriate to their age and academic progress. Notably, the gender balance observed in the higher grade levels indicates a positive trend toward educational equity between boys and girls within the group-home program.

Regarding academic performance of Group home children, the results for the current school year, 2024/2025, have not yet been officially released by government schools. We expect the results to be available by the end of July 2025. Once released, we will include the academic performance report of the group-home children in our first quarter report of the 2025/26 fiscal year.

In the other hand, one group home student graduated from Arba-Minch University.





Group home children study in group for better result

C. Group-home children's Health

Health and Hygiene Monitoring for Group-Home Children and Guardians

- All 84 permanent group-home children were taken to nearby health centers for routine medical check-ups at the midpoint of this project year. The results showed that nearly all children were in good health, with no major medical concerns reported.

- Additionally, the 12 guardians (6 “mothers” and 6 “fathers”) responsible for caring for the group-home children underwent annual medical examinations. All were found to be in good health, ensuring their ability to continue to provide stable and effective care and support.
 - To maintain high standards of hygiene and health within each group home, a dedicated health officer from Yenege Tesfa staff conducts regular visits—twice a week—to all group homes. During these visits, the health officer inspected various aspects of cleanliness and sanitation, including the personal hygiene of the children, the condition of bedding materials, the cleanliness of bedrooms, kitchens, eating and drinking utensils, and the surrounding living compounds.
- These consistent health and sanitation inspections played a crucial role in ensuring a clean and safe environment for the children. As a result, all group-home compounds remained hygienic and well-maintained, minimizing the risk of communicable diseases and contributing to the overall wellbeing of the children.



Yearly Medical check-up for Group home children

4.1.2 Preschool Education Project (Day Care Service)

The Organization’s dual purpose Day Care center was given direct care and support to 43 (22 male and 21 female) kids aged 4 to 6 years old and an indirect support for the kids’ mothers as usual throughout the year period. Its direct support was a holistic support which was delivery of food stuff, cleaning and sanitizing materials, playing and learning tools to the center so that kids could be fed properly, play and learn well, and stay safe and healthy during their day-time stay. The indirect support to the kids’ mothers was the opportunity they were given to run each of their businesses while their children were staying in a safe and secured center. Because of the holistic support by the organization, kids could spend their time happily improving each of their listening, speaking and reading skills.

Implemented activities in the Preschool (Daycare) center for the for the year 2024/2025

- ✓ Repairs and beautification of the daycare center involved facility updates, safety enhancements, and teaching aid decorations that creates an attractive environment for kids at the beginning of

- the academic year. These changes foster exploration and creativity, with features like outdoor playing areas and cozy and readable blocks that enhance children's engagement and well-being.
- ✓ To strengthen and fulfill school materials and other goods for the daycare center, 40 plastic chairs, 10 beddings, 10 fabrics for mattress covers, carpets, and different playing and writing materials were purchased and provided timely.
 - ✓ Training sessions were conducted by the Yenege Tesfa Organization with the collaboration of the Gondar City Administration Department of Education, for Preschool (daycare) center teachers, nurses, cooks, and sanitation staff. These sessions covered several key areas, including effective teaching methods for preschool children, how to plan educational activities, the importance of proper sanitation, and other essential topics related to child care and development. The goal of the training was to equip the daycare staff with the knowledge and skills necessary to provide high-quality education, care, and support that ensures a safe and nurturing environment for the children's growth.
 - ✓ Based on the training, the daycare staff made different moveable and fixed (wall based) educational materials for better teaching-learning environment.
 - ✓ The day care program provided a comprehensive teaching and feeding activities throughout the day which incorporated structured educational activities—like arts, reading, numbering and play—paired with regular, nutritious meals and snacks. This approach supports both cognitive and physical development, creating a nurturing environment for effective learning.
 - ✓ Now in this program, 43 kids (22 male and 21 female) have benefited; 31 (15 male and 16 female) in KG – 2 and KG – 3 levels, the rest 10 (5 male and 5 female) are newly enrolled in KG – 1 grade level. The daycare program incorporated comprehensive teaching and feeding activities throughout the day which included structured educational activities—like arts, reading, numbering and play—paired with regular, nutritious meals and snacks. This approach supports both cognitive and physical development, also creating a nurturing environment for effective learning.
 - ✓ General Medical check-ups for 10 newcomer kids were done before they joined the daycare center and all were found in good health. And also, all 43 kids had medical check-ups again after the first semester.
 - ✓ Mothers of the new and earlier daycare kids had made a meeting twice with the daycare staff and had discussed the good handling systems of their kids, the responsibility to send and accept their kids on time, and the support needed from them for the well-being of the kids.

The results or the outcomes of the project were:

- ✓ Physical and mental development was observed in each child by the end of the project year.
- ✓ A total of 13 children (4 boys and 9 girls), all aged 6, were ready to join public schools at the beginning of the upcoming school year.
- ✓ All mothers of these children had sufficient time to engage in various activities and jobs, which they used as a means of generating income.



- ✓ The mothers of the daycare children held a meeting at the center, where 42 out of 43 mothers attended. During the meeting, all participants expressed how beneficial the free daytime hours were for them. They also shared their happiness and appreciation for the remarkable progress they observed in their children's development.



Repairs and beautification of the daycare center



Training sessions to day care staff



Preschool children medical check up



Daycare kids at the playing ground and in the classroom.

4.2 Educational Support

"Educational Support" was one of the major projects implemented by our organization during this project year (2024/25). This component included a range of activities designed to promote access to quality education and enhance learning outcomes for disadvantaged children, street children and youth. The key activities under this project were:

1. Provision of school materials
2. Sponsorship for academically talented students
3. Mobile school and Mobile library programs
4. School feeding programs
5. Educational trainings and capacity building

The following activities were successfully carried out under each of these sub-components during the project period:

4.2.1 School materials support

We had planned to supply school uniforms, exercise books, pens and pencils for a total of 3000 disadvantaged students at the beginning of this school year (2024/25). In this program, we planned to address notebooks, pencils and pens for 2000 students and also school uniforms for 1000 students. This initiative aims to support disadvantaged students and ensure they have the essential resources for their education, ultimately enhancing their learning opportunities and academic outcomes.

During implementation, throughout the year, we addressed 20,315 Exercise books and 5736 pens for 2868 (1404 male and 1464 female) students and also 1027 school uniforms for 1027 (622 male and 405 female) were provided for 23 primary schools and other institutions. This accomplishment was 129.8% of the project plan.

In total, school materials were support for 3895 (2026 male and 1869 female) disadvantaged students

No	Project Area	Name of the School	Number of Students provided			Number of School Materials		Remark
			M	F	T	Notebooks	Pens	
1	Gondar	Addis- alem	74	71	145	1022	290	
2	>>	Loul-alemayehu	99	115	214	1498	428	
3	>>	Arbaba	109	131	240	1920	480	
4	>>	Kebele 03	51	35	86	602	172	
5	>>	Abiyot-frie	113	88	201	1407	402	
6	>>	Kebele 20	58	55	113	791	226	
7	>>	Tikuret	34	52	86	602	172	
8	>>	Azezo 1st	80	120	200	1400	400	
9	>>	Azezo T/Haimanot	25	53	78	546	156	
10	>>	Ewuket-ber	112	111	223	1561	446	
11	>>	Aba-Entoniyos	36	50	86	602	172	
12	>>	Andinet	55	45	100	700	200	
13	>>	Atse-Fasil	111	126	237	1659	474	
14	>>	Tiwulid-Afera	63	57	120	840	240	
15	>>	Walaj	85	60	145	1022	290	
16	>>	Agere-selam	60	70	130	910	260	

No	Project Area	Name of the School	Number of Students provided			Number of School Materials		Remark
			M	F	T	Notebooks	Pens	
17	Debark	Debark	33	37	70	490	140	
18	>>	Walia	42	38	80	560	160	
19	>>	Michael	31	29	60	420	120	
20	>>	Gondar ber	13	27	40	280	80	
21	>>	Qulich-meda	25	25	50	350	100	
Total			1,309	1,395	2,704	19,168	5,408	

No	Project Area	Name of the School	Number of Students provided			Number of School Materials		Remark
			M	F	T	Notebooks	Pens	
To other beneficiaries								
1	Gondar	Street Children	32	24	56	392	112	
2	>>	Women Affaire	10	7	17	119	34	
3	>>	Mena CSO	30	25	55	384	110	
4	>>	Sponsorship Stu.	23	13	36	252	72	
Total			95	69	164	1147	328	

No	Project Area	Name of the School	Number of Students provided			Number of School Materials			Remark
			M	F	T	Uniform	Notebooks	Pens	
1	Gondar	Kebele -03	114	74	188	188			
2	>>	Kebele -02	88	55	143	143			
3	>>	Angerb	109	73	182	182			
4	>>	Arbaba	92	59	151	151			
5	>>	Azezo T/haymanot	101	68	169	169			
6	>>	Azezo primary	98	55	153	153			
7	>>	Daycare	20	21	41	41			
Total			622	405	1027	1027			

The objective of providing educational materials was to support students from economically disadvantaged backgrounds—those who, due to financial hardship, were unable to obtain essential school supplies either by themselves or through their families. Through these supplies, the project aimed to create a more equitable learning environment, enabling vulnerable children to continue their education alongside their peers who already had access to such resources.

As a result, this support helped reduce dropout rates, improved classroom participation, and boosted the students' self-esteem and motivation to learn. Also, Teachers and School leaders reported improved engagement and academic performance among the students who received education materials, as they were better prepared and more confident in class. Additionally, the program helped ease the financial burden on families, allowing them to focus on other basic needs such as food and healthcare. Overall, the educational material support contributed significantly to ensuring that poverty did not become a barrier to learning, and helped uphold the right of every child to access quality education.

Monitoring and support was conducted in 23 schools to ensure that students were consistently attending their classes and what their academic performance looked like.

As can be seen from the table above, among the students who received education materials 3,859 students (2,003 boys and 1,856 girls) attended school until the end of the academic year. The collected data shows that a total of 36 students (23 boys and 13 girls) dropped out, which represents only 0.92% of the total supported students. These 36 students were unable to continue their education due to various reasons, including family problems, relocation without formal withdrawal from their schools, and the need to support their families through farming, among others. It is a great success that we achieved our objective with a dropout rate of less than 2%, which was our expected target.





Some sample photos from the distribution of exercise books and uniforms for disadvantaged children

N.B. Yearly academic performance of the students will send after we collected their results from their schools.

4.2.2 Student's Sponsorship

As always mentioned, the Students' Sponsorship Project was a project where outstanding or brilliant but economically weak students were supported with monthly payments and sanitary material support from our organization that help them not to stop their education due to a shortage of money.

All sponsorship programs continued, in this academic year totally 157 students (39 males and 118 females) are supported in different elementary and high schools and also universities throughout the project year in Gondar and Debark project areas. Throughout the year, for all sponsorship students were paid Birr 94,120.00 monthly.

- 50 sponsored girls are from Gondar Fasiledes no.1 and no.2 high schools; they have obtained ETB 600.00 and a pack of sanitary napkin per month – sponsored by **Ethiopiaid Australia**.
 - Yearly expense = ETB 359,000.00
 - Monthly payment = 50 students x 10 months x 600.00 = 300,000.00
 - Sanitary napkin = 50 students x 10 months x 118.00 = 59,000.00
- 40 sponsored girls are from Azezo and Debark high schools; they have obtained ETB 500.00 and a pack of sanitary napkin per month – sponsored by **Stichting Beletu Foundation**.
 - Yearly expense = ETB 247,200.00
 - Monthly payment = 40 students x 10 months x 500.00 = 200,000.00
 - Sanitary napkin = 40 students x 10 months x 118.00 = 47,200.00
- The remaining 67 sponsored students are from Gondar and Debark elementary and high schools and also in different universities, who obtain ETB 400.00 per month – **Sponsored by Full Circle Learning**.
 - Yearly expense = ETB 335,000.00
 - Monthly payment = 67 students x 10 months x 500.00 = 300,000.00

No	School	Beneficiary Students			Donor/s
		Male	Female	Total	
1	Fasildes No.1	--	26	26	EthiopiAid - Australia
2	Fasiledes No.2	--	24	24	
3	Debark high school	--	10	10	Beletu Foundation
4	Azezo high school	--	30	30	
5	From primary up to University	39	28	67	Full Circle
Total		39	118	157	

N.B. Regarding academic performance, the grade results for the current school year (2024/2025) have not yet been officially released by government schools. We expect the results to be available by the end



of July 2025. We will include the academic performance data of the Sponsored students in our first quarter report of the 2025/26 fiscal year.

4.2.3 Mobile School and Mobile Library projects

The Mobile School and Mobile Library are movable learning and display tools designed to support street children in developing their knowledge and reading skills through informal education methods. These services play a vital role in reaching out to disadvantaged children who are otherwise excluded from the formal education system.

The Mobile School service was scheduled to operate twice daily, three days a week, while the Mobile Library was provided twice daily, two days a week, from September to June in Gondar and Debarq cities.

In addition to literacy and informal education sessions, the mobile school and library project incorporated a variety of complementary activities aimed at promoting the overall development and well-being of street children. These included:

- Street business education to encourage entrepreneurial thinking
- Youth dialogue sessions to enhance communication and life skills
- Shower services to improve hygiene and self-care
- Support for school enrollment preparation for integration into formal education
- Street children feeding programs to address basic nutritional needs
- Strengthening of a football team to encourage teamwork, discipline, and physical activity

4.2.3.1 Mobile School

A Mobile School is an educational initiative that brings the school environment directly to the children, particularly those who live on the streets or in underserved areas. It uses portable classrooms, including games and educational panels, to provide basic education and to prepare children for formal education.

Key Features of the Mobile School:

- ✓ **Portable Learning:** The school is not bound by formal classroom settings. It can be set up in parks, streets, or community spaces where children naturally gather.
- ✓ **Engaging Activities:** Through games, panels, and visual tools, it creates an environment where children are excited to learn. These activities often involve hands-on learning, like cultural games and group exercises.
- ✓ **Focused on Street Children:** Targeted specifically at children who might not have access to formal schooling due to homelessness or economic barriers.

- ✓ **Flexibility:** Sessions are scheduled to work with the children's unpredictable daily lives, ensuring maximum participation.

Activities

Our Mobile schools were active, for two sessions-a-day and three times per week, for the last 10 months, September 2024 upto June 2025, within a week in both project areas (Gondar and Debark) , in six different locations which are Piassa, Warka and Arada in Gondar and Semien Park hotel, Bikenik, and Waliya, in Debark.

Within this period, a total of 13,520 participants were reached—7,913 in Gondar (6,318 male and 1,595 female) and 5,607 in Debark (4,128 male and 1,479 female).

No	Description	Gondar Project Area			Debark Project Area			Both Project Areas			Remark
		M	F	T	M	F	T	M	F	T	
1	Total Participants	6318	1595	7913	4128	1479	5607	10446	3074	13520	
2	Permanent followers	46	18	64	32	14	46	78	32	110	
3	Average Participants per day	27	7	34	18	6	24	45	13	58	
4	Number of weeks per year	39			39			39			
5	Number of days per week	3			3			3			
6	Number of sessions per day	2			2			2			

Mobile School participants in both project areas

- ✓ The staffs from both mobile schools have prepared 11 locally made new panels (6 from Gondar and 5 from Debark) and 3 cultural games. This action proved to be highly attractive to the street children who participated in the project, resulting in increased longer engagement during the sessions.





Mobile School Activities

4.2.3.2 Mobile Library

The Mobile Library activities support the Mobile School goals by providing books, reading materials, and the opportunities to develop a love for reading and learning. It targets children who may never have access to a formal library, bringing books to their communities or schools. It helps street children to develop their reading skills to address in places where they are.

Impact of the Mobile Library:

- ✓ **Promotes Reading Habits:** Encourages children to explore books and become lifelong readers.
- ✓ **Enhances Knowledge:** Expands the range of knowledge accessible to street children, covering various subjects from basic education to cultural awareness.
- ✓ **Fosters Creativity:** Reading stimulates the imagination, helping children develop critical thinking and creative problem-solving skills.
- ✓ **Engagement:** The library often involves the local community in the learning process, inviting them to participate in reading activities and helping to raise awareness about the importance of literacy.

Activities

- ✓ The Gondar and Debark Mobile libraries were serving the permanent and new street children participants according to the schedule set up in each city.
- ✓ Within this year, it was possible to benefit a total of 11,063 participants (8,109 male and 2,954 female) in Gondar and Debark project areas; 7088 (5424 male and 1664 female) children in Gondar and 3,975 (2685 male and 1290 female) in Debark.
- ✓ The Gondar and Debark Mobile libraries were serving the permanent and new street children participants according to the schedule set up in each city.

No	Description	Gondar Project Area			Debark Project Area			Both Project Areas			Remark
		M	F	T	M	F	T	M	F	T	
1	Total Participants	5424	1664	7088	2685	1290	3975	8109	2954	11063	
2	Permanent followers	37	14	51	22	12	34	59	26	85	
2	Average Participants per day	35	11	46	17	8	25	52	19	71	
3	Number of weeks per year	39			39			39			
4	Number of days per week	2			2			2			
5	Number of sessions per day	2			2			2			

Mobile Library participants in both project areas



Mobile library activities

4.2.3.3 Preparation of Street Children for Public School Enrollment

Another critical component of the Mobile School and Library project was to prepare street children—many of whom had never attended school—for enrollment in the formal education system. The program aimed to bridge the gap between street life and structured schooling by offering foundational academic support and psychological readiness.

Through informal education sessions (Mobile School and Library), life skills training, and close mentorship, the program equipped the children with basic literacy and numeracy skills, discipline, and confidence needed to thrive in a school setting.

- ✓ In Gondar, 53 children (37 boys and 16 girls) completed the preparation program.
- ✓ In additionally, in Debarq 62 children (43boys and 19 girls) were prepared for formal education.
- ✓ In total, 115 street children who previously had no access to education were successfully prepared; and will be enrolled in public schools in the coming academic year.

This effort achieved 62.2% of the initial target, indicating improvement in reaching and preparing vulnerable children for reintegration into formal education.

4.2.4 Feeding Program

4.2.4.1 Feeding Program for Street-Children

Gondar and Debarq Street children feeding programs are set up not to support all street children with food in general but to encourage specifically those who attend public schools regularly.

The reason is during the course of implementing the Mobile School and Library services, it became evident that many of the participating children—especially those enrolled in formal schools—were experiencing severe food insecurity. A significant number of them were unable to attend school regularly due to hunger and a lack of access to basic meals, which deeply affected their physical well-being and academic performance.

In response to this urgent need, Yenege Tesfa took immediate action by introducing a daily lunch provision for the affected children. Though this intervention was not originally included in the project plan, it was initiated as an emergency support measure after careful observation and assessment of the children's nutritional status. And this project has been implemented continuously for several years.

- ✓ 80 (41 male and 39 female) and 101 (68 female and 33 female) street children in Gondar and Debarq feeding centers were being provided with a one-time-a-day feeding, respectively, which is open from morning 11:00 am until 2:00 pm in the afternoon; so that students who attend their

schooling in morning shifts got their food when they come back from school; as well for those in the afternoon shift students have got their lunch before they go to school.

- ✓ This intervention ensured that each child received at least one nutritious meal per day, helping to meet their basic dietary needs.
- ✓ In addition, a mini library has been set up in Gondar and Debark Street children feeding centers to provide reading services to the street children who are in education. Thus, afternoon students before going to school have lunch and read and do their homework and morning students after returning from school having lunch to read and do their homework.

No	Name of Feeding Center	Beneficiaries			Donor/s
		Male	Female	Total	
1	Gondar	41	39	80	Iscos Marche Onlus
2	Debark	68	33	101	Iscos Marche Onlus
Total		109	72	181	

Outcome

- ✓ As a result of this support, the children were able to attend school more regularly and with improved concentration. Additionally, visible improvements in their physical health, energy levels, and psychological well-being were noted by educators and caregivers.
- ✓ As a result, the critical food problem of the street children was somehow resolved. At least they could have a scheduled food service in which they could be sure they will not lose it, by the project.
- ✓ This feeding initiative has proven to be an essential complement to the educational support, reinforcing Yenege Tesfa's holistic approach to empowering vulnerable children. It also demonstrates the organization's flexibility and commitment to responding to emerging challenges in real time.





Street children when eating their lunch in Gondar and Debarke feeding centers





4.2.4.2 Pre-school children feeding

A total of 582 pre-school children (288 boys and 294 girls) at three different primary schools in two project areas were served with balanced diet food twice a day from Monday to Friday every week. The schools where the feeding program is taking place are:

- 1- Kebele 02 Primary School in Gondar where 191 pre-school children (104 boys and 87 girls) are served.
- 2- Argen Primary School in Debarq, where 200 pre-school children (111 boys and 89 girls) are served.
- 3- Ambaras Primary School in Debarq, where 200 pre-school children (119 boys and 81 girls) are served.

No	Name of Feeding Center	Beneficiaries			Donor/s
		Male	Female	Total	
1	Kebele 02	104	87	191	EthiopiAid - Australia
2	Argen	111	89	200	Iscos Marche Onlus
3	Ambaras	119	81	200	Stichting Embrace
Total		334	257	591	







Pre-school children feeding centers

4.2.5 Educational Trainings

- ✚ ‘Psychosocial’ and ‘Life skill’ trainings, which we categorized them into educational trainings, were given to primary and secondary school students in selected schools. We planned to give both trainings to 180 students, so implemented for 180 students in 6 schools.
- ✚ After the training set up the establishment of ‘Humanitarian Clubs’ in each school that help to make strong awareness within students and to apply humanitarian activities in and out of schools.
- ✚ The following table shows the implemented trainings:

No	Training Title	Kind of Trainees					Place given	Remark
		Plan	Participants	Male	Female	Total		
1	Psychosocial	90	Students	42	48	90	Gondar & Debark	Dertiende Ster (13 Star)
2	Life Skill	90	Students	48	42	90	Gondar & Debark	Dertiende Ster (13 Star)
	Total			79	71	150		

Outcome

After the completion of the trainings, follow-up assessments were conducted to evaluate the extent of positive changes in the lives of the trained students. The results demonstrated significant improvements in various personal and academic areas as detailed below:

- Students developed a more positive attitude and showed increased motivation in their daily actions and pursuits.
- They gained valuable knowledge and deeper insights that positively influenced their studies, work, and other activities.
- Their self-confidence and self-awareness were noticeably enhanced, enabling them to face challenges more effectively.



- They acquired practical skills to cope with and manage peer pressure in a healthy and constructive manner.
- Students demonstrated improved problem-solving abilities by engaging in discussions and were able to communicate more effectively with both groups and individuals.





Educational Trainings

4.2.5 Youth Dialogue

It is a peer-led discussion initiative tailored to street-involved young adults, aiming to promote personal growth, positive behavioral change, and social reintegration. The sessions were held bi-weekly, created a consistent and safe space for participants to share their experiences, express their concerns, and collectively explore solutions to the challenges they face in their daily lives.

Each session focused on critical and relatable topics such as saving habits, personal hygiene, peer pressure, and responsible decision-making. Through open dialogue, participants became more self-aware and gained valuable life skills. These discussions also empowered them to adopt healthier behaviors and make more informed choices.

Activity

- ✚ One of the key social problems was being raised as a discussion topic or as an agenda in each meeting. Every attendee would suggest what he/she thought the cause and its remedy was democratically, and finally all would reach to a common solution they agreed to implement as from that day onwards.
- ✚ A total of 25 (10 boys and 15 girls) street young adults were having once per bi-week discussion meetings that lasted not less than two hours. Throughout the year, the program has run 16 times on different agendas.
 - Street life and bad habits
 - Adolescence and peer pressure
 - Self-sufficiency and others
 - Communication and its skills
 - Volunteerism
 - self-confidence
 - Preventing pregnancy
 - Personal hygiene
 - Youth
- ✚ 25 street young adults took part in the program regularly.

Result

- One notable outcome of the program was that several participants, motivated by the insights shared during the sessions, began saving money from their daily earnings—something they had never done before. Others reported improved hygiene practices and better ability to resist negative peer influences.
- As a direct result of their engagement, measurable behavioral changes were observed, including improved self-discipline, communication skills, and goal setting.

4.2.6 Shower Service

To ensure that street children benefiting from the Mobile School and Mobile Library programs could maintain proper hygiene, a Shower Service was introduced as part of an integrated support approach. Recognizing that access to hygiene facilities is often a major barrier for street children, the initiative provided them with a dignified way to care for their personal cleanliness and health.

Street children were offered the opportunity to shower once every-other-week. The regularity of this service not only helped improve their physical well-being but also contributed to boosting their self-esteem and social acceptance.

- ✓ 30 street children every-other-week consistently have taken the shower service from September, 2024 to June, 2025.
- ✓ Over the course of the year, a total of 1,189 (884 boys and 305 girls) individuals were provided shower services.

Result

The initiative played a key role in disease prevention and promoting sanitation awareness, particularly in preventing illnesses caused by poor hygiene, such as skin infections and parasitic diseases.





Street Children after a shower

4.2.7 Full Circle Learning

The "Full-Circle Learning" project is a holistic approach to education that aims to prepare students for both academic challenges and the realities of life. It focuses on nurturing a person's intellectual, emotional, physical, artistic, and spiritual potentials. The project emphasizes the importance of providing students with opportunities to develop in all areas of life and encourages them to actively participate in activities that address the basic needs and problems of their community.

Activities

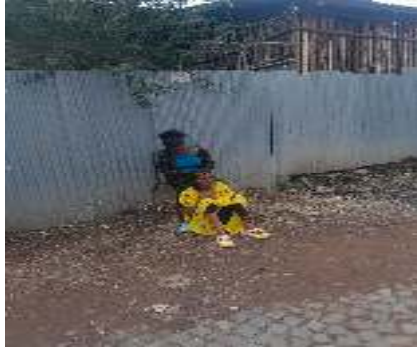
- ✓ Throughout the year, 67 (39 males and 28 females) students from primary school up to University incorporated within educational sponsorship program.
- ✓ Training was provided on the title of volunteerism for 32 newly selected volunteer high school female students and 27 other youths, for a total of 59 volunteers were conducted for one day respectively.
- ✓ After a training, 8 (2 male and 6 female) disabled who graduated from Gondar University, permanently supporting 84 group home students through building up their education, and by developing their psychology and self-esteem.
- ✓ The continued volunteerism program from 1st to 3rd quarters, the high school students have continuously provided free service on washing clothes, cleaning of bedrooms and residential areas of the mentally retarded and patients, and cooking actively participated in the two humanitarian organizations – Kalen Binakafil and Mena. Once bi-weekly the volunteer students applied this program effectively.
- ✓ Azezo-dimaza female disabled development association has a vegetable farm near to Dimaza River, so our volunteer group voluntarily cultivating the disabled association's farm to support them.
- ✓ Throughout the year, 318 (77 males and 241 females) volunteers actively participated in different humanitarian activities.

Result

- ✓ Two students who are beneficiaries from the sponsorship program, Girmay Atanaw and Getachew Tekeba graduated from Dilla University and Gondar Technique Collage, respectively.
- ✓ 34 members of the Azezo- Dmaza Disabled Women's Development Association earned a profit of ETB 74,260 by selling vegetables that were leftover from their family feed.
- ✓ From the volunteerism program 1278 (463 male and 815 female) individuals from different social classes directly benefited.







4.3 Medical Support and Health Related Services

‘**Medical Support and other Health-Related Services**’ is another major project component of Yenege Tesfa’s organization. This component includes the provision of free medical coupons for free treatment, temporary food support for infants and patients, coverage of transport costs for vulnerable individuals and patients, and health-related training.

In 2024/2025 project year, we have renewed the credit healthcare and drug provision agreement with 2 government Hospitals, 9 health centers, 1 governmental pharmacy as well as 3 private pharmacies.

It is the project in Gondar city, Debark town, Debark woreda and the surrounding villages that serves all destitute individuals who are in urgent need of free medical services, food, or transportation support—without discrimination based on age, gender, location, or ethnicity.

Our plan for the year was to provide free health services to 1,850 patients in need, focusing on vulnerable groups such as low-income individuals, women, children, and the elderly. These services included medical consultations, diagnostic tests, medication provision, and in some cases, referrals for further treatment.

Within the project year, the following activities were done:

4.3.1 Free medication.

✓ Medical Treatment

- A total of 1172 patients (714 males and 458 females) were treated for various minor health issues across 8 health centers in Gondar and 1 health center in Debark.
- Additionally, 548 patients (289 males and 259 females) with serious health problems were treated for free at the Gondar and Debark Referral Hospitals.
- In total, 1720 patients (1003 males and 717 females) received free medication services during this year.
- On the other hand 61 patients (39 males and 22 females) were from the Azezo Kebero Meda Displaced people’s Camp.

✓ **Medication Accessibility:**

- Among the treated patients, a total of 139 patients (77 males and 62 females) were not able to get their prescribed medicines in the institution they visited. It was clear that they didn't have the money to buy them in private pharmacies. Due to this reason, Yenege Tesfa organization bought all the medicines from three private pharmacies according to the the prescriptions and offered them on time.
- 6 patients who were prescribed to buy eyeglasses due to suffering from eye diseases problems were supported by offering the eye-glasses buying them with a total amount ETB 14,600.00.

✓ **Distribution of Medical Coupons:**

- Medical coupons are distributed for health centers to help patients' access healthcare and medications more easily. So, within this project year, 415 coupons were distributed to nine (9) health centers.



Outcome

- Based on YT survey, most treated patients made full recoveries from their respective illnesses and were able to return to their normal lives, becoming once again productive and supportive members of their families. Their restored health not only improved their individual well-being but also had a positive impact on the emotional and economic stability of their households.

- Thanks to the dedication of our healthcare partners and the efficient use of resources, we were able to treat our beneficiaries effectively. The full cost of these treatments were covered by our organization, ensuring that no one was denied due to financial hardship.
- By the end of the reporting period, we had reached and gave treatment for 1,720 patients — achieving 93% of our initial target. This outstanding accomplishment reflects both the high level of community need and our strong commitment to accessible healthcare for disadvantaged people. The positive outcomes not only highlight the success of the project but also motivate us to expand our reach in the coming years.

4.3.2 Temporary Food support

This small project was established to support malnourished infants and financially vulnerable patients who urgently needed food for a few days to support their recovery.

- A total of 33 individuals, 18 (6 males and 12 females) malnourished infants (120%) and 15 (8 males and 7 females) adult patients (100%) in need of urgent additional food assistance were provided with nutritional food items and were given the opportunity to receive daily meals at small restaurants or local eateries for a limited number of days—particularly in the Gondar project area. In this effort, we successfully achieved 75% of our initial target.





4.3.3 Transport support

Transport support is also a sub-project that is set up to cover the cost of one-way or round-trip payment for poor patients referred to higher hospitals or those in critical situations due to a shortage of money for going back to their origins. In this case:

The transport costs were covered by our organization for patients referred to higher-level hospitals and for individuals who lacked the means to return to their places of origin.

- Yenege Tesfa covered transport expenses for 35 patients or financially vulnerable individuals (19 males and 16 females) who were either referred to higher health institutions or needed assistance to return to their hometowns. Among the supported individuals, 9 were from Debarq. This activity achieved 116.6% of our planned target.

Results

- ✓ **Recovery of Malnourished Children:** Malnourished children who were provided with nutritional food supplies, along with others who received daily meal support for a limited period, showed remarkable recovery. Many of them regained their lost weight, improved their physical appearance, and experienced a notable enhancement in overall health and energy levels. This timely intervention contributed significantly to their rehabilitation and prevented further health deterioration.
- ✓ **Displaced people reunion with Families and Prevention of Further Hardship:** Individuals whose transport expenses were covered by the organization successfully returned to their places of origin and rejoined their families. This support not only helped them avoid being stranded in unfamiliar locations but also protected them from further social marginalization and financial distress. It restored their dignity and enabled them to receive familial care during their recovery or transition.
- ✓ **Timely Access to Higher-Level Medical Treatment:** Most patients who were referred to higher-level hospitals managed to reach their referral destinations without delay, due to the transport assistance provided. As a result, they were able to access the specialized medical care

they urgently needed, which would have otherwise been out of reach. This support played a critical role in improving their chances of recovery and reducing complications related to delayed treatment.



4.3.4 Health Training

As part of our organization's commitment to promoting holistic well-being and informed decision-making among vulnerable groups, we conducted a Family Planning Training for 90 (ninety) street-children and youth (5 male and 85 female). This initiative recognizes that many street-involved youth face complex realities, including early sexual activity, lack of access to health services, and limited knowledge about reproductive health.

Objective:

The primary goal of the training was to empower street children and adolescents with accurate, age-appropriate information about reproductive health, personal responsibility, and family planning options. The training aimed to reduce health risks and promote safe, informed choices in their lives.

Key Topics Covered:

- Introduction to Reproductive Health:
Understanding the human body, puberty, and the physical and emotional changes during adolescence.
- Understanding Family Planning:
What family planning means, why it matters, and how it helps individuals take control of their future.



- Types of Family Planning Methods:
A detailed but age-sensitive overview of both temporary and permanent contraceptive methods (e.g., condoms, birth control pills, implants, etc.), including how they work, their effectiveness, and how to access them.
- Sexually Transmitted Infections (STIs) and HIV Prevention:
How infections are transmitted, symptoms, prevention methods (including condom use), and where to seek help or testing.
- Life Skills for Informed Decision-Making:
Building confidence, goal-setting, and resisting peer pressure around risky behaviors..



Health Trainings

4.3.5 Catchment with health officials and experts

Yenege Tesfa has undertaken a discussion on its free health treatment project aimed at improving the quality of free healthcare services provided by the organization. The discussion involves different stakeholders in Gondar, including sixteen health center medical experts, two responsible experts from Gondar hospital, eight health extension worker and six pharmacy experts. The purpose of this discussion was to assess the strengths and weaknesses of the free health services offered by our organization and other healthcare providers in the area. The discussion also focused on strategies for enhancing the accessibility and effectiveness of the health services provided. During the discussion:

- A survey should be conducted to measure the changes achieved through the free medical services provided by the project.
- The supplementary food support service for patients should be expanded further; also, other ideas were raised and widely discussed on it.
- Totally, 31 (6 male and 26 females) responsible persons in the sector participated.



Dissection with Health Officials and Experts

4.4 Income Generating Activities and Societal Development

It is one of the organization's four major components, was established to empower and support financially vulnerable individuals—particularly young adults and single mothers—who require assistance to improve their livelihoods and achieve sustainable economic independence. This component aims not only to raise awareness about economic opportunities but also to strengthen beneficiaries' capacities through targeted interventions.

The project focuses on practical training for young adults on modern crop production, strengthening single mother farmers on vegetable production, dairy farm, sheep farming, and honey production. Through this support, economically weak community members can develop their income and change their lifestyle.

The following section summarizes the implementation outcomes and impact of the IGA project activities.

4.4.1 Strengthening Agricultural Demonstration Sites:

The main objective of Yenge Tesfa's income generating activities is to increase the activity of its agricultural demonstration sites in Gondar and Debark areas to serve as practical learning areas where local farmers can observe and follow the improved agricultural practices.

4.4.1.1 Grass planting

For the last two years, we focused on cultivating various types of grasses which were provided by the Gondar City Department of Agriculture. These grass species are specifically chosen for their suitability as animal feed, contributing to better livestock nutrition. By planting these grass species at the Gondar demonstration site, we ensured that cows and sheep could feed on fresh, nutritious feed, enhancing their overall health and productivity.

As a result, neighboring farmers adopted this experience and applied it to their farms and gardens.



Expanding 'Dinsho' grass for animal feed in Bilajig-dabirqa farm, Gondar

4.4.1.2 Maize and 'Guaya' Planting for Income Generation:

In addition to planting various garden seedlings, we have used the open spaces in Bilajig, Tedda and Debark demonstration sites by planting different crops.

As you know, in the previous quarters we had planted Maize in Tedda and Bilajig-Dabirka, and also 'Guaya' and Potato in Debark demonstration sites. This activity has three main goals that are: the products used as a means of income generating for the organization, for foodstuffs for Group home children, and also the byproduct used as foodstuffs for cows and sheep. Thus, we have harvested the

product of Maize, Potato and Guaya, and collected 900 Kg of maize, 1200 Kg of Potat and 255 Kg of Guaya.

Result

- We have sold 1200 Kg potato FTB 850.00 per quintal, generating 10,200 Birr. This income was reinvested into strengthening the demonstration farm and sustaining future operations.
- We have used the produced Maize for group-home children's food; and also the residue of maize and Guaya for animal food.





Crop production

4.4.1.3 Seedling Preparation and Distribution

In the Debarke and Gondar-Teda demonstration areas, we have produced a variety of seedlings throughout the year including Salad, Beetroot, Onion and Cabbage. A total of 46 beneficiary local farmers - 41 women and 5 men received the grown garden vegetable seedlings that were planted by Yenege Tesfa demonstration sites: that helped them to fulfill their family's food needs and improve their economic development by cultivating and selling their vegetable production.

Activities

- Hands-On Training in Vegetable Production: Farmers, especially single mothers, received hands-on training in vegetable bed preparation, seedling care, and sustainable cultivation practices.
- Seedling Bed Preparation: Before distributing seedlings, Development Agents (DAs) visited and assessed the readiness of single-mother households and disadvantaged families. A total of 120 planting beds were prepared in advance.
- Seedling Distribution: After the Development Agent (DA) verification, 235 single-mother farmers and disadvantaged households received various vegetable seedlings, in collaboration with local agricultural offices.

Result

- 235 single mother beneficiary families utilized the produced vegetable to feed their households, significantly improving food security and dietary diversity.
- Out of the 235 beneficiaries, 165 single mothers successfully entered the local vegetable market, selling their produce consistently. Collectively, they earned above ETB 265,000.00,

averaging about 1,600 Birr per a mother—a significant source of income for women who previously lacked sustainable livelihoods.

- From Gondar and Debarq agricultural demonstration sites, a total of 290 households benefited from the vegetable seedlings that were distributed from the organization.



4.4.2 Training on Vegetable Production

We had planned to provide two sessions' agricultural training for 120 disadvantaged farmers from both project areas. Now we have provided for 155 beneficiaries, 120 single mothers from Debark and Gondar, and also 35 disabled women from Gondar - Azezo sub-city who have low-income capacity and organized through developmental association, they have got training on vegetable production; and they received vegetable seeds, water cans, and farming tools.

Activities

- Comprehensive training in vegetable farming techniques, including compost preparation, planting methods, and crop maintenance.
- Distribution of essential agricultural inputs, including: A variety of vegetable seeds, water cans, and Basic farming tools

These resources and trainings were designed to empower the participants with practical skills and the necessary tools to engage in home-based or small-plot urban farming.

The following table shows what kinds of agricultural trainings were given to whom within the project year.

No	Training Title	Kind of Trainees				Place given	Remark
		Trainee	Male	Female	Total		
1	Crop Production	Single mother	-	60	60	Gondar	EthiopiAid - Australia
2	Crop Production	Single mother	-	60	60	Debark	EthiopiAid - Australia
3	Crop Production	Disabled single mothers	-	35	35	Gondar	EthiopiAid - Australia
Total			-	155	155		

Result

- The trained single mothers gained knowledge of producing vegetables in small pieces of land and practically benefited out of their vegetable production within few months.
- They had an awareness on the important of compost for their garden and were able to use natural fertilizer for their vegetables.
- They learned and practically experienced when and how to use chemicals for weed.
- They developed the necessary skill to use modern techniques of crop production.



During training session

4.4.3 Agricultural Materials distribution

A total of 155 single mothers from the Gondar and Debarq project areas successfully participated in a range of agricultural training programs designed to improve their knowledge and skills in home-based small-scale farming. The training covered key areas such as seed bed preparation, compost making, proper planting techniques, and sustainable vegetable gardening practices. Upon completion of the training sessions, each mother was provided with a durable plastic water-can and different kinds of vegetable seeds to support the practical application of their newly acquired skills. These water cans have proven to be extremely useful, enabling the mothers to consistently water their vegetable plots and maintain their home gardens more effectively. As a result, many of them have been able to grow fresh vegetables for both household consumption and small-scale income generation, contributing positively to their food security and overall livelihood.

Over the course of two agricultural seasons—the dry and rainy periods—155 single-mother farmers from 5 Kebele administrations were provided five types of vegetable seeds - lettuce, cabbage, beetroot, carrot, and onion.

- Each single mother received 150 gram seed from each vegetable seed type.
- Also, 1 water-can



Agricultural materials distribution

Outcomes

Following the distribution, Development Agent (DA) workers conducted regular field visits and monitoring activities throughout each production period. According to their reports, the collective effort of the participants resulted in an estimated total income of ETB 121,700.00, generated from the sale of surplus vegetables. This income is an average of ETB 785.00 per household, indicating a significant financial gain in addition to the vegetables consumed at home.

The impact of this initiative went beyond economic benefits. The daily consumption of home-grown vegetables helped families—especially households with young children—access more nutrient-rich and diverse meals, contributing to improved health and well-being. In this regard, the program directly aligned with and contributed to the national agenda of combating child malnutrition.

Furthermore, some of the single mothers successfully entered local vegetable markets, selling their produce on a consistent basis.





Vegetable production

4.4.4 Sheep Reproduction and Distribution

Yenege Tesfa's sheep breeding and distribution initiative is focused on the introduction of the Washera breed of sheep. This indigenous breed, known for its adaptability and productivity, presents a valuable opportunity for single mothers engaged in mixed farming systems. The project aims to enhance traditional farming practices by increasing both the quality and diversity of livestock available to rural households. By integrating improved sheep varieties into local herds, the program helps promote food security, income generation, and sustainable agriculture for vulnerable families.

Activities

- After supporting 20 sheep for 5 single mothers, at the beginning of the 2024/2025 fiscal year, the sheep population at the farm was 39. To further strengthen the breeding program, Yenege Tesfa purchased and introduced an additional 41 improved 'Washera' sheep into the farm center. These sheep were selected for their strong genetic traits, with the goal of increasing productivity and supporting future distribution efforts to community members.
- In the first quarter, all sheep at the breeding center received timely vaccinations and routine veterinary care to prevent disease outbreaks and ensure their overall health. Also, this treatment continued for new comer sheep. This proactive animal health management has played a critical role in maintaining the success of the breeding operation.
- The organization provided necessary foods for the sheep's health and wellbeing.
- Additionally, the older and barren sheep that were no longer suitable for breeding were sold to community members during various public holidays. A total of 39 such sheep were sold, generating an income of ETB 160,400.00. The revenue from these sales was reinvested into strengthening the sheep farm, ensuring the project's sustainability and continued support for disadvantaged women farmers.
-

- During the first quarter of the 2024/2025 fiscal year, Yenege Tesfa planned to implement the distribution of 20 high-quality sheep to 5 single mothers in Gondar as part of its ongoing Sheep Reproduction and Support Project. The goal of this initiative is to empower single mothers engaged in small-scale farming by providing them with sustainable sources of income and nutrition. The distribution was designed under a formal agreement, where each beneficiary is expected to return one young sheep (offspring) to the project after one year. This revolving model ensures sustainability and allows more vulnerable women to benefit from the program in the future.
 - Criteria for Selection:
 - The distribution of the ‘Washera’ sheep is based on the mothers' performance in the training program on vegetable production and the status of actual implementation after the training. Those who have shown greater proficiency and commitment received the sheep; that encouraged an active participation and success.
 - The initiative specifically targets single mothers with low incomes, aiming to enhance their economic conditions through improved agricultural practices and livestock management.
 - By providing training on vegetable production, and by delivering productive sheep, the program seeks to create integrated sustainable sources of income and food security for the beneficiaries. So, beneficiaries will have been selected to do this integrated work.
 - Finally, each mothers (5) from ‘Azezo-teklehaymanot Kebele administrstion’ received one male and three female ‘Washera’ sheep. This is a strategic choice to maximize the potential for breeding hybrid sheep. In total, 5 single mothers received 20 sheep.

Outcomes

- Following the sheep distribution to five single mothers, close monitoring and support have been provided in collaboration with Development Agents. The outcome of this initiative has been highly encouraging. Through proper care, feeding, and improved animal husbandry practices, the number of sheep has increased from 20 to 29 within a short period. This positive result reflects the commitment of the beneficiaries and the effectiveness of the ongoing technical support. The increase in flock size not only strengthens household assets but also signals the potential for further reproduction, income generation, and future redistribution to other vulnerable women.
- On average, each household saw an increase of 1 or 2 lambs.
- In addition, three of the single mothers sold a total of six sheep, earning ETB 36,500.00 in total. This sale provided additional income for their households, helping them to cover essential expenses.



Sheep Reproduction and Distribution

4.4.5 Dairy Farm

Yenege Tesfa Integrated Development Humanitarian Organization launched a dairy cow breeding project that aimed to improve nutritional value for vulnerable children who obtain holistic care and support within the organization group-home program. This initiative focuses on a reliable source of milk for the children in our group- homes and to other needy infants who are exposed to a shortage of food. Currently, our dairy breeding center has a total of five cattle, which includes two cows, two calves, and one heifer.

The number of cows decreased because the donor of the dairy farm project suddenly terminated the project. At this time, the project cost is covered by YT.

The price of cow feed has been increasing at an alarming rate due to inflation and shortages in the local market. This surge in cost has placed a significant financial burden on our dairy farm operations. So, because of incapability we were compelled to make the difficult decision to sell five older and barren cows and an ox, a total of ETB 302,000.00. While this sale provided temporary financial relief on cows' feed, it was primarily a measure to ensure the sustainability of the remaining livestock and to prevent further strain on the organization's limited resources. The finance that raised from sold has helped cover essential operational costs such as feed, healthcare, and maintenance for the remaining animals.

We collaborated with the Animal Breeding Center of Gondar University to implement artificial insemination on two of our cattle. This innovative technique resulted in two successful pregnancies, which will further expand our cattle as well as enhance our milk production capacity.

We prioritized the health and well-being of our cattle by administering timely vaccinations and continuous care. This proactive approach not only ensures the longevity and productivity of our animals but also safeguards the quality of the milk produced, ultimately benefiting the children who take it.

Outcomes

- For 3 disadvantaged infants were supported with 90 liters of milk from the dairy farm.
- In 2024 /2025, we generated an income of ETB 268,350.00 from the sale of 4008 liters of milk. This income is crucial as it supports the rising costs of cattle feed, ensure the sustainability of our dairy farm operations. The revenue generated also contributes to funding different programs that aim to support other vulnerable children.



Caws in their shelter

Additional Activities within the Year

1. **Holiday Celebration with Reintegrated Yenege Tesfa Children:** The group-home and Day care children had the opportunity to celebrate the holiday together with children who were previously reintegrated to the community through the Yenege Tesfa program. This joyful event created a warm and inclusive atmosphere, allowing both current and reintegrated children to reconnect, share experiences, and strengthen their bonds. The celebration included cultural activities, traditional meals, music, and games, making it a memorable event filled with happiness and unity. Such occasions help promote a sense of belonging and emotional well-being among all the children, reinforcing the values of togetherness and community support.
2. **African Children’s Day Celebration:** to celebrate the 35th African Children’s Day 2025, **127 children** from the group homes and Daycare center and also other **377 students from different primary schools** who receive educational support from Yenege Tesfa came together and celebrated the day. The event was a vibrant and joyful occasion that brought together children of different ages and backgrounds in a spirit of unity and celebration. Various activities were organized, including cultural performances, poetry, singing, traditional dances, and storytelling sessions that highlighted the rights, hopes, and potential

of African children. Special messages emphasizing the importance of education, protection, and equal opportunities for every child were shared by staff and invited guests. The celebration not only provided entertainment and enjoyment for the children but also served as a platform to raise awareness about children's rights and the challenges many still facing across the continent. Events like these play a crucial role in nurturing confidence, creativity, and a sense of belonging among children, while also reinforcing the organization's commitment for holistic children development.





Africa Children's Day Celebrate

3. Celebration of April 12 – World International street children's day: Our mobile school and library children had celebrated the April 12 “World International Street Children's Day” colorfully on playing games, having discussions, question and answer competition, and showing traditional dances to people in streets.



4. Holy Day Celebration: To foster the spirit of togetherness between our organization, our beneficiaries and partners, we organized a celebration for Demera Holy Day. During the event street children, group home children's, volunteers, owners of the house who lessor for our group homes, governmental partners and our organization's staff participated. The event featured a communal lunch and various programs that reinforcing our commitment for the benefits of the community through engagement and support.



Holy day celebration with group home children, Street children and Guests

I. Best experience of the year 2024/2025

1. Starting a Poultry Farm for IGA

In the 2023/2024 budget year, our organization, Yenege Tesfa, launched a small-scale poultry project with 50 Bovans Brown egg-laying hens. The primary aim was to provide nutritious food—particularly eggs—for the children in our care, while also selling surplus eggs to generate additional income for the organization. The results of this initial project were encouraging. It contributed both to the children's nutrition and to our organization's income.

Based on this success, we have decided to expand the poultry project in the 2024/2025 fiscal year. This year, we have started a poultry farm with 300 Bovans Brown layer hens to further strengthen our income-generating efforts. The expanded poultry project is expected to significantly boost our egg production capacity, helping us better support our group-home children and increase the financial sustainability of our program.

The poultry farm started laying eggs, so we have begun the selling of eggs and feeding out group-home children.



Poultry farm

1. Submit a new project proposal to the Gondar City Administration

The proposed project seeks to construct an Integrated School Feeding Center along with an administrative office for the Yenege Tesfa Integrated Development Humanitarian Organization (YTIDHO). The primary objective of this initiative is to provide daily nutritious meals to 1,500 vulnerable school children, particularly those who are most at risk of malnutrition and food insecurity. By addressing their nutritional needs, the project aims to improve children's health, school attendance, and academic performance.

In addition to the feeding center, the project will include an administrative office that will serve as a central hub for coordinating and managing the feeding activities as well as other child-centered humanitarian programs carried out by our organization.

To ensure the successful implementation of this project, we have requested 1,000 square meters of land from Gondar City Administration. The request running with a good manner. We strongly believe this project will contribute significantly to the well-being and development of vulnerable children in Gondar and align with the city's broader goals for social welfare and education.

2. Organizing Discussion session with the Leaders of the City Administration

At this time, we made significant progress toward sharing our goals by engaging with new and existing city administration leaders and our partners. These discussions allowed us to share our organization's mission, key objectives, and ongoing project activities. This year was a crucial period in which we informed city leaders and partners about our future plans and opportunities by building strong partnerships. So, we have laid the foundation for continued collaboration and long-term success.



Discussions with City Administration leaders

3. Preparation of 'Shiro' for 'Wett'

To address quality issues and rising market prices, Yenege Tesfa has begun directly purchasing various inputs and preparing 'Shiro' which is a traditional foodstuff by itself. That used to ensure an enough, reliable and high-quality supply. Group home mothers have prepared nutritious 'Shiro' using these selected inputs, which helps Group home children receive safe, healthy, and well-balanced meals.

Yenege Tesfa is committed to supplying affordable, nutritious meals despite market fluctuations.



II. Budget Utilization within the Project Year

The Organization was planned to collect and utilize a total budget of ETB 24,426,429.55 (Twenty eight million four hundred twenty-six thousand four hundred and ninety five cents) at the beginning of the project year. During implementation periods:

- The actual total income that YT received from the donors, partners and individual supporters of the organization's contribution was 28,740,012.68 (Twenty eight million seven hundred forty thousand twelve Birr and sixty-eight cents).
- The actual total budget expenditure in order to accomplish the above project activities was ETB 25,893,976.68 (Twenty five million eight hundred ninety-three thousand nine hundred seventy-six Birr and sixty-eight cents). This means, the utilization of the budget was 106% from the planned budget in the project year.
- Out of the total budget expenditure, **ETB 22,218,599.27 (85.8%)** was used directly for accomplishing program activities, **while ETB 3,675,377.41 (14.2%)** was used for administration costs.
- Here, we can understand easily that the budget was used following the 80-20% rules and regulations of the Federal Authority for Civil Society Organization.

III. Lessons Learned

During the project year, the following lessons were learned.

- ❖ Despite intermittent conflict and instability in our project area, we have managed to maintain efficient project operations. This has been made possible through consistent coordination and strong communication with our branch staff, who remain committed and responsive despite the challenging conditions. Regular check-ins, flexible planning, and adaptive strategies have enabled us to respond quickly to emerging issues and ensure that essential services and support continue to reach our target beneficiaries without significant disruption.
- ❖ Very close and all rounded support for street children will bring the expected change in their attitude, behavior, education and social lives. Informal education through mobile school programme, developing reading skill through mobile library, school materials support and a-one-time-feeding-daily programme training for their skill development, football practices and games for their future career, were provided to street children throughout the year.

IV. Challenges Encountered and their Solutions

Challenges

1. Due to the presence of conflict around 'Tedda' bee farm for more than one and half year, we couldn't support and follow up the project.
2. One major challenge we faced was the relentless and unpredictable rise in prices of goods. This forced us to exceed our budget, particularly for program costs.

3. Some donors have not signed the current year's MOU and have not announced the annual budget for more than half of the project year that has delayed us from signing an agreement with government partners.

Solutions taken

1. We have tried to get the best possible price by conducting repeated auctions and seasonal price studies.
2. Repeated email exchanges with concerned donors to address the problem

Thank you!