



New Bright Community Development Center (NBCDC)

Social and Educational Development Project for Youth and Adolescents



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NBCDC Contact Person	Tsedale Kinfu (Mrs.) Directress Phone No. +251-911-44-57-07, +251-912-63-22-97 Email : newbright2017@gmail.com , tsedalekinfu@gmail.com P.O. Box : 31312, Addis Ababa, Ethiopia

ACRONYMS

ACSO	Agency for Civil Society Agency
CCRDA	Consortium of Christian Relief and Development Association
CORAH	Consortium of Reproductive Health Association
CSO	Civil Society Organization
EBC	Ethiopian Broadcasting Corporation
GBV	Gender Based Violence
ICT	Information & Communication Technology
MeSY	Media Smart Youth
MHM	Menstrual Hygiene Management
NBCDC	New Bright Community Development Center
PMS	Premenstrual Syndrome
Q&A	Question and Answer
RH	Reproductive Health
SMS	Short Message Service
SRH	Sexual and Reproductive Health
TOT	Trainee of Trainer
UNFPA	United Nation Population Fund
WISE	Women In Self Employment
WVL	Women Voice & Leadership
YMCA	Young Men Christian Association

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Executive Summary

The year 2022 marks the second year project operation period, where promising achievements are registered both at the organization and project level. This report explains and highlights on major project activities accomplished during the period, along with major challenges encountered and lessons drawn during project implementation.

In this regard, a total of 21 major project activities have been accomplished in this second year operation plan of the project, with 83% overall physical activity accomplishment rate, utilizing 3.7M birr from the total annual budget plan, comprising 66% financial achievements.

In due process a total of 2,052 clients benefited from a single and mix of services provided by the project, during the project period. This is excluding the larger outreach created from the school media smart youth sensitization campaign, and reach outs from public art exhibition.

Apart from implementing project activities, the year has brought new partnerships to the organization which enabled to solicit small project grant, as well as opportunities for building internal capacity through developing policies, such as safeguarding policy initiative gained through CCRDA. Similar actions in the revision of other organizational documents including NBCDC's strategic plan has taken place during the period.

A number of membership to various consortiums and networks have been accomplished also, including Basic Education Network Ethiopia (BEN-E), CORAH and Men Engage-Ethiopia, not mentioning MeSY-E, as co-founder of the network. Different capacity building training opportunities at TOT level were also gained from different networks, on varying themes. NBCDC, maintained again enhanced collaboration, with major stakeholders of the project, such as local schools, local government institutions, federal government agencies, and community structures.

Due focus was given also to more vulnerable young girls and women in the community during the period, comprising nearly 75% out of the total beneficiaries, and succeeded in actively participating them in the project. In general, promising accomplishments have been registered in the second year both at the project and organization level, which could be used as stepping stone for quality service development and outreach in the upcoming years.

However this has not been without a challenge from both internal and external scenarios of the project. The need for further organizational capacity development is still at stake and remains demanding. The challenge with some of project stakeholders and designated collaborators requires further lobbying and effort to bring them on same track and attitude, on the overall project goal and values.

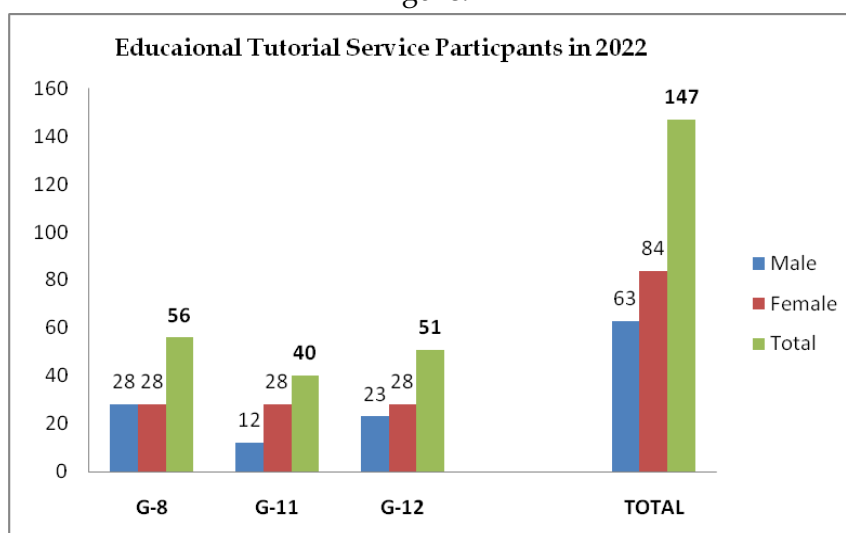
1. Social and Educational Development Services

This is one of the three pillars in the social and economic development intervention project of NBCDC, where due focus on educational and psycho-emotional development of school girls, and other vulnerable young girls from the community are given due attention. It is a comprehensive intervention that trains target groups in supplementary skills and support their regular education, through consistent provision of educational tutorial services, study and exam anxiety management skills training, as well acquaint them with basics in social & life skills. Periodic sensitization on gender equality and GBV, along with facilitating motivational sessions, remains to be part of the service package of this intervention. Accordingly, the following are some of the major activities accomplished along this line:

1.1 Educational tutorial Program

During the period a total of 147 students from both local primary and secondary schools participated in this afterschool tutorial service, composed of grade 8, 11, and 12 students, who are presumed to take national/regional exams, which is decisive in their future educational pursuit.

Figure: 1



As depicted on Figure: 1 above the majority near to 60% are girl participants, which is expected to be incremental by next academic year, and the service would continue focusing on identified educational gap of girls in government schools and the community. Subjects for the tutorial program comprise those in the science stream, including Mathematics and the English language. The tutorial service has been facilitated in their respective schools, by their own regular teachers, after the regular school hour. In this respect NBCDC has established a strong partnership with these two (government primary & secondary) schools.

These schools still require lots of capacity interventions, for lifting up the quality of the teaching and learning processes, where NBCDC still strives to address on those jointly identified critical areas. Nevertheless, the tutorial program is executed in a very transparent and participatory procedure, where tutees, instructors and the school administrator actively participate, and conduct periodic reviews.

This service has an overall objective of providing supplementary educational support for students, so that they would attain a much better educational accomplishment, and become competitive.



Partial View of Tutees in their Tutorial Class

1.2 Study Skills & Exam Management Training

During the period a total of 157 students from local schools participated in the study skills and exam management training, which has been facilitated by subdividing it in a number of sessions. Tutorial students have been active participants in this training, particular those in grade 8. Each session of these trainings utilized two days, where the method of the training was student centred and interactive, designed to acquaint students with enhanced techniques in studying their school subjects. This includes techniques in effective note takings in the classroom, study time and place management, goal setting, study habit development, study planning and organizing, and related topical issues.

These are techniques meant for students to effectively execute their studies and reading, in order to achieve their education goals. It is in general believed that, having effective study habits and skills among students, has a direct positive impact on exam results, as well their educational achievements.



Students in study skills training session

In general, trainees acquainted basic skills and know how on issues that relates to effective study techniques, and handling of class and home based learning, along with reading style, taking summarized class notes and memorizing skills, apart from the motivational components communicated, in relation to 'building confidence' & 'believing in oneself'.

The other component communicated relates to exam anxiety management skill, which focuses on techniques of avoiding tensions and frustrations during exams, for which practical strategies before going to exams and during the exam are dealt well, based on the practical experiences of the students.

1.3 Social and Life Skills Training

The social and life skills training provided to school girls and youth is one of the integral part of the educational intervention, presumed to compliment the educational achievement of students coming from poor families, who in most circumstances are vulnerable to different forms of emotional distresses and are devoid of psychosocial boost for self development.

Knowing this critical factor, that requires concerted effort and intervention, among youngsters and school girls, NBCDC has since integrated the activity in its effort of supporting the youth in their educational achievements. In this regard, during the reporting period a total of 58 targeted adolescents and youth, from both primary and secondary schools actively participated in the training, subdividing them in to two groups, where each session was facilitated for two consecutive days. These trainings covered topics such as effective communication, social interaction, self-awareness, peer influence, goal setting, decision making, behavioural change, stress management and other.

1.4 Girls' MHM Orientation & Sanitary Pad Distribution

It has become quite evident that many young school girls coming from poor families, both in urban and rural context, are not able to access adequate menstrual sanitation materials, and also do not have the proper orientation on related health issues. For which reason, many school girls refrain from going to school during their menstruation period, and miss classes regularly, having a higher impact in their educational performance.

For this reason the educational project of NBCDC, took this into consideration and as a service package, started providing for those needy school girls in both primary and secondary schools, jointly screened out in collaboration with the schools' guidance and counselling staffs. In such a case a total of 200 school girls from both schools have been identified, having a critical need in this regard, and were placed in the monthly menstrual sanitation pad distribution throughout the reporting period.



As mentioned earlier, orienting school girls prior to distributing the sanitation pad, is quite important aspect of the intervention, where a number of MHM (Menstrual Hygiene Management) orientation sessions have been facilitated during the prior project period, as well as in the year 2022. In the reporting period a total 87 high school girls have been given an interactive MHM orientation in their respective school, through health and counselling officers. In this session issues that relates to basics in menstrual cycle, premenstrual syndrome (PMS), myths about menstruation, as well as dos and don'ts during menstruation period has been well communicated.



Participants in these MHM sessions were openly discussing and getting feedbacks on all inquiries coming to their mind, and were thankful for the service.

1.5 Educational Sponsorship

The educational sponsorship activity of the project, has the objective of addressing youth vulnerability arising from deprivation and access to education and skills training, arising from poor living condition. Often students' family living condition and vulnerability situation determines the educational success of youth, and particularly young girls in poor communities. Accordingly, identifying those needy girls and youth, who completed their high school education, and succeeded in joining higher learning institutions (college & universities), but are not in a position of covering their costs during their stay, was taken as initial task, for placing the youth in this categorical support services.

Most of the target beneficiaries in this category have been getting a mix of other educational and skills training services during prior project periods, in their schools or community, so as to enable them attain good results in their education.

In such a case, in the year 2022 there were a total of 19 college and university students in this sponsorship service, among which 13 nearly 70% of them were female students, getting monthly allowances, as well as material, medical and psychosocial supports, consistently. Sponsored students have been in close follow up by project staffs, and record periodically their progresses in their education, and also communicate them monthly in their overall wellbeing. One of the sponsored student is a blind girl, who is pursuing her education in language studies at Addis Ababa University, and is now a third year student.

During this reporting period a total of 10 college and university students successfully graduated in various fields of studies, among which 7 of them were female graduates in the fields of civil engineering, midwifery, nursing, biomedical and computer engineering.

Job readiness & social skills training for graduates

As part of the sponsorship service, NBCDC facilitates job readiness and social skills training for graduate students, so as to make them ready for their upcoming social and career life, apart from throwing a brief ceremonial for graduates.

In this instance in the year 2022, social and employability skills training has been facilitated for 15 graduates, where 10 of them were those in the sponsorship program, while the remaining were from the community. In this session graduates were able to grasp different skills and techniques for being competent in the labour market and acquire employment opportunities in short period of time.

The social and communication skill required at workplace, as well as during contact with different organizations and corporate has also been addressed, with active participation of participants.

The following were in general some of the topical issues communicated to graduate youth in relation to social and employability skill development training:

- Success and characteristics of success
- Effective communication
- Time management
- Taking own responsibility
- Anger and stress management
- Boosting self-confidence



University/college graduates in the year 2022

Apart from facilitating the training in a very participatory and interactive way, a guest speaker was invited to motivate graduates and talk to them from real world experience and journey that includes setting goal, avoidance of frustration, being resilient and mitigating hopelessness, in becoming visionary citizen. This was found to be inspirational to all participants.

At last graduates expressed their general taught and ideas in relation to their future endeavour, and also their stay at the project. Most were very emotional and thanked the organization and the project, for the support rendered to them, which otherwise would not be possible for them to reach to this stage. Following are quotes from 2022 graduates:

“NBCDC is my second family, lucky and thankful for that”

“The project gave us the opportunity to pursue in our education, not only through monetary & material support, but through consistent provision of guidance and care”

“I am thankful to the project’s tutorial service I have been through, which enabled me to attain higher scores and join the university”

“My mom is a poor woman and our living condition is very low, hence it was a great opportunity for me to get this support, had it not been for the project, I would surely end up on another adverse endeavor”

“ Have no words for praising the organization and the staff, I want to repay back and serve my community, and promise to engage myself along with my friends”

1.6 College Experience Sharing & Information Exchange

This is an inspirational session for grade 12 students in the high school, who are supposed to take college entrance exam, and if succeeded, shall join government colleges and universities across regional states. Accordingly, these students are supposed to join a new environment and go through a different teaching and learning processes in their stays at campus, in most instances being away from the families. Hence, providing appropriate orientation to high school graduates (new entrants), in relation to these new educational scenario, is believed to be crucial by the project, in familiarizing students about higher college education and campus life.

In this regard 47 graduating grade 12 students participated in this experience sharing session, who made an interactive discussion with seven (7) fresh university graduates, senior academician and department head from Addis Ababa university, and senior staff from European Union (International Agency).

The discussion based on some of the following guiding questions: What are the basic things students should know before joining a higher institution? How do teachings in universities differ from that of high school? What are the main challenges often faced by new comers? What opportunities exist for students in colleges & universities? What does the social life and interaction looks like among the university community? How do college students need to manage their time?and others.

The discussion was participatory and interactive, where participants were actively engaged in group works and Q&A activities, apart from hearing college life experiences from students as well as guest speakers invited.



Grade 12 Students in College Experience Sharing

2. Community Development Services

This is a wider community based intervention of the project which broadly focuses on capacity development through need based skills training and sensitization of target groups, for behavioural/practise change and psycho-social support. In this regard a number of core activities and tailored sessions took place during the period.

2.1 Capacity Development Initiative

During the period capacity development initiatives took place, which particularly focused on local schools, government youth centre & agency, as well as community members who participated in various capacity building skills training.

2.1.1 Skills & Talent Development Training to Youth

2.1.1.1 English Language and ICT Skills Training

Training on basic computer operation and information technology utilization skills, has been facilitated to community members during the period, parallel to learning beginner level English language studies. The target group in this aspect were members of the local police commission and students from local primary school. Both groups were able to complete their short term trainings during the period, which took place at the premises of 'woreda 02' government youth centre.

In this regard, a total of 146 individuals from both target group actively participated in the training and got certified. There was also a young girl participant in this ICT and language training, who is physically impaired. Trainees were subdivided into four groups in total, based on their age, educational level and result of their placement test.



Partial view of trainees

A total of 50 adults and members of the local community policy successfully completed their training, including the other 90 youngsters and students from local school. The English language training has been facilitated in both beginner and intermediate level. Upon attending this short term training for three to four months, participants were certified in the presence of distinguished guests from government sector bureau.



Trainees' graduation ceremony

2.1.1.2 Paint Art Skills Development Training

During the period the art and crafts training facilitate for talented youth in the community accommodated **56 trainees** in two levelling as beginner and advanced. In the beginner class 30 trainees were active participants, recruited from local schools, while 26 of the trainees were on advanced level, who completed the prerequisite level in the previous year.



Public Art Exhibition

In the year 2022, NBCDC in collaboration with '*Hager Fiker Theatrical House*' in Addis Ababa, organized a public art exhibition, in commemoration of the 126th victory of ADWA, under the theme "*Zikre Adwa-2*" ,exhibiting the work piece of 20 (twenty) trainees and 12 (twelve) invited participants. The exhibition stayed for 11 consecutive days, where larger number of the public exhibited during these days, and a total of 99 pieces of artwork were displayed during the exhibition. The exhibition got appreciation for the works of the centre is doing with the youth, and has got coverage by mainstream local TV stations, such as EBC, Walta & Addis Media Network.



Art Trainees and Participants in Exhibition

In this exhibition honoured guests were invited from the Ethiopian Patriots Association, officials from Addis Ababa Culture, Arts and Tourism Bureau and other project signatory bureaus, including the Education, Youth and Women Children Affairs bureaus.

2.1.1.3 Artistic Talent Development Training to Youth

Creation of platform for exhaling inner talents for the youth in the community is the other main intervention area of the project, in which case facilitates need based training for the youth in basics of acting and scriptwriting, as well film directing and modern dance. In this regard 30 (thirty) talented youth were trained on acting and acting, script writing and directing. Again another 23 youth from the community are trained in modern dance choreography. These trainings has been facilitated again in due collaboration with “*hager-fiker*” theatrical house, particular with the acting and scriptwriting training, while at the local ‘*woreda 02*’ youth center, the choreography training took place.

2.1.2 Teachers’ Capacity Building Training

In due effort of enhancing the capacity of local schools, the project has taken the intervention as one of the core strategies in addressing barriers in quality education, arising from deficiencies in supplementary skills and existing related gaps among school instructors, in most government primary and secondary schools.

It also aims that at widening instructors’ horizon along the contemporary teaching and learning instruction. Again, such capacity initiative is also expected to familiarize schools in general, with existing and developing paradigm shifts in the sector.

Accordingly, in this round the project facilitated a capacity building training for twenty eight (28) teachers and education experts recruited from four (4) schools and sector government bureau/office, on the very topical issue relating to 21st century of pedagogy in line with issues of gender mainstreaming, in primary and secondary level of education, under the topic “21st Century Pedagogy and Gender Responsive Education”. The overall objective of the training included the following:

- To acquaint teachers with basics and procedures on 21st century pedagogy and approach on gender sensitive education at all level.
- To communicate and learn on the major characteristics and strategy of 21st century learning, along with its application.
- To aware teachers and initiate action upon existing gender divide in schools, affecting educational success of students, particular among girls.
- To equip teachers with techniques in addressing challenges of gender sensitive and safe school education.

The training has been facilitated for two days in collaboration with expertise from “Bete-UBUNTU “Education Centre. Looking at the sex composition of the trainees the majority are male teachers accounting for 68%, comprising 19 male and 9 female teachers.



As a feedback trainees revealed in their group work, affirmed the need that gender responsive and sensitive teaching method in the classroom, to be essential for motivating girls for a higher educational achievement. Again, following student centred approach and a shift from theoretical knowledge to practical hands on experiences, from teacher oriented to student oriented, from memorization to innovation, transitions are believed to be essential. In general, trainees were able to widen their understanding in learning, contemporary pedagogy and teaching method, geared towards the new generation requirements.

2.1.3 Training to Community GBV Committee Members

During the period a refresher and capacity building workshop has been facilitated also to 32 (thirty-two) members of GBV committee in Addis Ababa, Gulele sub-city woreda 02 and 03, who are residents in both 'woredas' and serve the community as watchdog group in overseeing and reporting incidences of violence against women, to the local authority and the police.

It's a community based structure that NBCDC opts to strengthen and closely work with, in which case, during the period a refresher discussion has been facilitated on issues of mitigating techniques and reporting procedures on GBV in the community, in collaboration with Addis Ababa Women, Children and Social Affairs Bureau. In this workshop, current fact sheets on GBV status at national and city level has been presented, along with research findings in the area.

Participants from both *woredas* actively participated in the workshop. They discussed the actual and existing facts in their *woredas* and clusters, as well as their experiences and challenges. Accordingly, the main challenging circumstances identified included lack of awareness and existing distorted perception towards GBV and gender equality among the larger community members, which requires more collaboration among all actors and effort in mobilizing resources. Participants affirmed that such periodic review and refresher discussion session to be essential, for strengthening the effort in combating GBV at all levels.



View of GBV Committee Members in Workshop

2.1.4 Capacity Building for Women in Leadership

This was the other interesting capacity building training facilitated for women employees in higher and middle level leadership with F.D.R.E Agency for Civil Society Organization (ACSO), meant to boost women in their self confidence and aware them on their untapped potential, their values and contributions they make, along with motivating them for improved self development.

The training has been facilitated under the topic “Self-Development and Emotional Intelligence at Work Place “in Adama town for two consecutive days. There were a total of 43 women participants, who were motivated and trained in attitude change, for growing to their best level, using own potential.



Partial view of participants and a guest in the training

The training covered the following sub-topics including paradigm shifts in self development and change, self-awareness, concepts on self-esteem, effective communication, time management and other. The training approach followed on presentation and core issue discussions, demonstration, group work, and personal reflections.

2.1.5 Community Library & Internet Services

NBCDC based on its new collaboration made with the government owned youth center, found in Addis Ababa, gulele sub-city, *woreda* 02, has been trying to closely work with the center, so as to put in place services viable to the youth in the community.

In due effort, apart from providing essential reference books and furniture, it was possible to establish a digital library service at the center, upon collaboration made with Camara Foundation, where many young girls and youth have started using this new service. The library provides on spot reading and borrowing services also, in which case number of users from the community has increased to a total of 805, in repetition, in the year 2022.

Parallel to this NBCDC has made its own contribution to the center, in terms of availing wireless internet services to the youth and the staff, registering a larger outreach in the service provided.

2.2 Community Sensitization & Dialogue Platform

2.2.1 Youth Sensitization Workshop on Addiction

In this category of initiating dialogue with community members, a sensitization workshop on youth addiction was found to be very important aspect and concern at this point in time, based on the facts at the project area, and joint initial discussion made with concerned local government offices, in identifying topical issues for sensitization.

Based on this background, youth workshop has been facilitated for 62 (sixty-two) targeted youth from both 'woredas' of 02 & 03 /gulele sub city, under the topic "Addiction and the Youth". In this workshop an expert in the field presented statistical facts and communicated main discussion points relating to the theme of the workshop, and a more interactive discussion with the youth has been conducted. Again, guest speakers from the Addis Ababa Youth and Sports Bureau gave a speech, and led the discussion with active participation of the youth.

An individual who is a living witness, in quitting from chronic addiction that was being practised long period of time, also shared his encounters while he was a victim of multiple addictions. He shared also the commitment he made and practises, after he decided to quit from his addictions. Many of the workshop participants were fascinated from this experience sharing event and discussions made in the workshop, and were encouraged based on the feedback generated.

2.2.2 Gender Equality and Girls Protection Workshop

Workshop on girls' protection and gender equality was facilitated to 32 (thirty two) targeted vulnerable young women from the two 'woredas' 02 & 03 in gulele sub city, in collaboration with partner organization WISE and concerned 'woreda' sector offices.



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During this session, trainees were interactively communicated on main issues of gender inequality, role of women in a society and social norms, the socio economic right and ability of women, as well as issues related to GBV and self-perception. The women were highly motivated in the discussion, and have been sharing from practical experiences in their community, and at the end of the workshop women were able to acquire a changed perception about themselves and women equality to men.

The participants gained clear understanding of GBV manifestations at household and community level, along with its mitigation and reporting mechanism. Above all, the case stories and experiences shared by each woman participant, contributed to a collective learning among participants of the workshop.

2.2.3 Entrepreneurial Development Workshop for Young Girls

This workshop has been facilitated for 26 (twenty six) targeted unemployed young girls after completion of their college/university education, recruited from both 'woredas' 02 & 03. These are young girls between the age range from 21-38, who acquired their diplomas and degree from different institutions and are not able to get employment opportunities since then, and are found in hopelessness situation, devoid of the motivation for initiating their own small businesses, and or gave up on searching for other employment opportunities, who were jointly identified with the woreda sector office, and community representatives.

In this workshop participants were looked to be very emotional and finally determined to bring a change in their own life, based on the motivational session facilitated for them to initiate own small businesses. The story of a successful young women's experience and her life journey has been shared to participants, which inspired each girl in the workshop, for future success and attitude change.

2.2.4 Young girls Life Skills and leadership training

The training was more of motivational and also enabler in acquaintance of basic fundamentals in leadership, communication, values, goal setting, decision making and self development, for targeted young girls in the community, facilitated for three consecutive days. In this respect, there were a total of 45 girls who actively participated in the training, in two groups, during the period.

The training followed interactive presentation on core points across each topic, followed by learning from group works, personal experience sharing and learning through short games to be played by participants.



Training participants in group discussions

Participants were able to have enhanced skills for self development and leadership, setting viable goals in the broader vision that each girl needs to have in life. Above all, trainees opened up to share their life circumstances,, and most expressed emotionally, their commitment for change in their lives, some saying as :

“I am the leader of myself from this time onwards...”

“Wish that I had known this earlier, so that could have made the right choice in my life, however is still better late than never.....thankful for participating in such training...”

“Promise myself to immediately start the action for self-change, though I have the vision, many of our sisters in the community need such motivation and training”



2.2.5 Sensitization on Media and Smart Youth

2.2.5.1 School Media Literacy Event on SRH

The Media Smart Youth (MeSY) initiative has been launched some few years back, where NBCDC is one of the founding members of the CSO coalition, and currently actively participates in the board. The overall objective of the initiative is to guide the youth to proper and constructive ways of using social media, geared towards using the media for self development and information exchange, to impact the lives of youth positively.

With such backdrop, the project launched its first Media Smart youth event in collaboration with a local high school in Addis Ababa, “*Entoto Amba*” High School, to sensitize and aware high school students on the use of social media, its advantage and disadvantage, along with its effects on health and social life of the youth, particular on sexual reproductive health.

The event has been staged and communicated to larger gathering of the youth in the high school (>2,500 individuals), having an entertainment component, for transmitting various messages on media and SRH. The youth who graduated after being placed in short-term artistic skills training by NBCDC project, actively participated at this program providing dramatic messages on SRH. Other youth entertainers also took part in this event @ school compound.

In general, young girls and youth at the school have been reached out with the Media & RH messages delivered in various forms, through musical drama, poem, print media and various short message transmissions by experts in the field, in the middle of the entertaining event.

This event has been conducted in collaboration also, with three partnering organization YMCA, ICOG and MeSY. Guest speaker from Addis Ababa Bureau of Education has given a speech to the youth, including the school principal who welcomed the initiative, and encouraged the students to make use of the opportunity. Again, directress of NBCDC briefly introduced the organization and the overall objective of MeSY initiative. Invited guest from the mainstream media also shared from experience, on incidences of using social media, without critically filtering media information.

Flyers has been prepared and distributed to the youth under the theme “*Inappropriate Social Media Usage and its Adverse Health Effects*”, included messages such as social media addiction, media addiction and health effects, improper usage of social media, practising productive media usage and others.

2.2.5.2 Youth Sensitization of on Media and Health Information

Again, MeSY has been cascaded in an interactive session to targeted youth from *woreda* 03, *gulele* sub city, relating it with media literacy and RH. In this case, a total of 38 individuals actively participated in the discussions. A media expert from TIKVAH-Ethiopia facilitated a discussion under a topic “Digital Identity”. Again, an expert from UNFPA, initiated a discussion under the topic “Media Technology & Youth SRH Services”, which has got interest in the discussion again by the participants, in evaluating the practises of the youth in the use of appropriate media, that includes call centre, SMS and social media. Further, discussions were also initiated by raising questions from facilitators, such as:

“Why young people health is important?” “Do you access RH services and products through media?” “What were the barriers faced by the youth, in using digital platforms to access information on health?” “What is the impact of social media on youth health?”

In general, participants revealed that having smart gadgets/phone to be one of the major barriers among youth in poor families, in accessing digital information. In this respect many have said that, they don’t access the media information, even on basic MHM instruction and menstrual cycle.

3. Women Social and Economic Empowerment Services

3.1 Women in micro business initiation

During the period further socio-economic status assessment has been conducted for those 26 women who took the basic business skills training, so as to put those critically in need of the service into small business engagement. That is second round women screening process took place, for actual support in the in-kind distribution.

For this developed appropriate customized tool for data collection, again home-visits and observation has been conducted along with other indirect techniques, to clearly identified those needy, in chronic deprivation and have the willingness to make the change in their own life. In this regard, 19 women-households were targeted for this preliminary assessment initially. (*all have undergone rigorous screening process*)

Finally, only 12 poor women were found to be eligible, given their self-initiation, experience and positioning and interest for micro business, including the budget at hand. Consequently, did local market and feasibility assessment for these women in order to jointly identify their potential area of business engagement on individual base.

Accordingly food items and cooked food has been found to have huge market potential at the area, as there are many poor migrant households, youth and large daily labour residing in groups at the pockets of the project area. Hence, the majority of the eligible women placed for start-up support are guided to engage in food processing activity, which was in coherence with the business assessment.

Following this, in-kind business start-up material distribution has been handed over to 12 eligible poor women. Thereafter, consistent technical support has been given, and all started their small business, and were able to save 20% of their daily sales in their saving box.



Handing over of small business start-up materials for targeted women

Most of them have deposited their savings as planned twice a month except for two beneficiaries mentioned in the challenge section. The highest amount deposited was 13,375 birr by the woman who engaged in injera making business she deposited the amount within the past four months on the other hand the lowest amount deposited was 1,193 birr by a woman who engaged in a small food vending business.

3.2 Basic Business Skills Training for Women

During the period, basic business skills and micro business management training has been facilitated for 31 vulnerable and deprived women at the project area, for five days, in collaboration again with a partner organization WISE. These are women in different circumstances, mostly single mothers, and also young girls coming from poor families.

The training is meant to enhance the livelihood condition of poor women, through micro business skills development, and motivations for change. In this respect, the training beyond gaining the technical skills



4. Major Operational Challenges

- Absence of adequate project funding and partnership for expansion
- Existing deficiency in manpower against the needs of the project requirement
- Inconveniences in operations and lack of schools administrators' commitment, in coordinating joint school activities.
- Trainees' inconsistent attendance and program interruptions due to unprecedented closure of schools arising from political clashes.
- Less concerns and lack of seriousness of local government *woreda* sector offices in joint identification of target beneficiaries as per the criteria communicated.
- The demanding nature of government operated *woreda* youth center administration that does not coincide with project's goal and capacity, above all agreed intervention plan.
- Lack of adequate space to run the paint art talent development training to the youth, including also inadequacy of office space.

5. Lesson Learnt

- Networking & partnership development needs to major focus and priority area as an organization.
- Communication & creation of organizational visibility should strategically be taken as a key activity in facilitating resource mobilization.
- Resource mapping among stakeholders is very crucial for strengthened collaboration and leveraging resources.

- Strategize and tap local resource (Human & Finance)
- Align core programs with current development issues that includes peace building, gender equality, climate change and environment, as well stick to right-based approach in project implementation.
- Closely work with grass root community structures on beneficiary selection, and actively participate community members themselves.
- Adolescent and youth in schools often undergo through various social & psycho-emotional challenges, which needs to be addressed initially before emphasizing on their educational successes and skill development.

Annex 1: Major Physical Achievements against Plan in 2022

Planned Activities	Unit of Measures	Physical Plan	Physical Achievement	%
Educational tutorial service G-8, G-11 & G-12	tutees	150	147	98%
Study skills & exam management training to students	trainees	160	157	98%
Organize college experience sharing event to G-12 students	attendants	50	47	94%
Provide community based library services at youth center	no. users	300	805	>100%
Capacity building training to staff @ 'woreda' youth center	session	1	---	----
Provide monthly allowance for college sponsored girls	students	30	19	63%
Job readiness & social skill training to college students	trainee	26	15	58%
Graduation ceremony for sponsored young girls & youth	participant	12	10	83%
Facilitate English language & beginner level ICT training	participant	100	146	>100%
Customized advanced level ICT training facilitation to youth	participant	30	---	---
Train talented youth in basics of paint arts for 6 months	trainee	50	56	112%
Organize public art exhibition "zikira Adwa"	event	1	1	100%
Train talented youth in basic folk and modern dance skills	trainees	60	23	38%
Train talented youth in basics acting and directing skills	trainees	80	30	38%
Facilitate youth motivational & entrepreneurial session	participants	50	26	52%
Establish and facilitate school peer discussions on gender	no. session	4	----	---
Facilitate life skills training for tutees	participant	60	58	96%
Facilitate life skills & leadership training to girls in comm..	trainees	---	45	
Facilitate workshop on addiction and SGBV to youth	participant	80	62	78%
Distribute sanitary pad for school girls	girls	200	200	100%
Facilitate teachers' capacity building training	trainees	30	28	93%
Train women on basic entrepreneurship & micro business	trainees	30	31	103%
Motivate and capacitate women in leadership	trainees	30	43	>100%
Provide women in micro-business start-up	women	15	12	80%
Community sensitization workshop on GBV & gender	trainees	50	32	64%
Facilitate capacity building training to GBV committee	members		32	
Youth sensitization on media usage and health comm..	participants		38	