



ESD

Fiscal Year 2022

Annual Report

January 1, 2022 —December 30,, 2022

Message from the Founder



This is a testament to the dedication and compassion of our stakeholders, donors, partner organizations, communities, and our staff.

ESD is committed to bring a sustainable changes in the lives of our target groups, the most vulnerable segments of our society, including children, girls, women, youth, and communities, with the ultimate goal of creating a healthy, happy, and progressive society in which every person lives with dignity and has equal access to

opportunities.

As a caring organization, ESD participates in interventions as needed during natural or man-made calamities such as the COVID-19 Pandemic, Flood, Drought, and emergency response and recovery.

As we meet our goal, we have completed our planned interventions for the fiscal year 2022 and made a significant difference in the lives of our target populations.

However, the impact of COVID-19 and the conflict in the northern part of our country, as well as the displacement of hundreds of thousands of our people, has made it difficult to make adequate contributions for the hoped-for changes in the lives of those most affected, children, girls, women, and the elderly.

Our accomplishments this year included reinforcing the exciting interventions in child development, education, girls and women empowerment, youth skills training and job creation, environmental protection and renewable energy, and emergency response.

ESD has spent a portion of 2022 developing a new strategy plan (2023-2027) that is anchored in our mission and aspires to extend and expand our interventions to support underprivileged children, girls, women, youth, and communities that require our services for a better tomorrow.

When we join hands and work together, we know that vision is feasible.

The trust and support of our stakeholders, donors, partner organizations, communities, board members, and individuals, as well as their dedication to give back to the disadvantaged in our society, fuels our efforts on the ground and is the true driving force behind our work. We hope that when you read our annual bulletin, you will notice not just the tales and the impact, but also the individuals whose lives we are attempting to touch, the people working to change their lives and you are among all others, who are investing to make significant changes possible.

We have begun the trip towards our goal by taking small steps in that direction; I would like to invite everyone to join us on this journey towards a brighter future.

I kindly invite you to read our annual bulletin 2022 and be inspired by our engagement.

Thank you for joining hands.
Amsale Mulugeta

Overview

Education for Sustainable Development (ESD) is a local Civil Society Organization established in 2007. It was re-registered by the Federal Charities and Societies Agency in accordance with the 2009 CSO proclamation No.621/2009 under the Civil Society Agency Proclamation 1113/2019 with a registration number 0259.

Currently, ESD is running fourteen projects in Amhara, Oromia, and Southern regional states focusing on six thematic areas: Early Child Development, Girls and Women Empowerment, Education, Youth Skills Development and Job Creation, Environmental Protection and Renewable Energy, Emergency Response and Resilience. ESD is actively involved in the efforts of improving the socioeconomic status of disadvantaged children, youth and women.



OUR VISION

ESD aspires to see Ethiopia with empowered communities.



OUR MISSION

To create a bright future for children, youth, and women through holistic and inclusive approach.



CORE VALUES

1. Meaningful Participation
2. Stakeholders Engagement
3. Cooperation
4. Integrity
5. Partnership
6. Gender Responsive
7. Innovation
8. Stewardship
9. Continuous Self-Assessment

Governance

ESD has board of directors and management team. The board of directors is composed of five members who meets bi-annually to follow up project performances and take corrective measures when necessary. The management team is led by the executive director and they are responsible for the day-to-day operational activities of the organization.

The organization currently has a total of 82 employees who are divided into two coordination units and a head office. The employees are spread across these three locations and work together to achieve the organization's goals. Each coordination unit has its own set of employees who work under a specific coordinator. The head office, on the other hand, houses employees who oversee the entire organization's operations and ensure that everything runs smoothly. The 82 employees are an integral part of the organization, and they play a significant role in its success. Their dedication and hard work are crucial to achieving the organization's vision.

Core Programmatic Intervention Areas

Programmatic Area 1: Childhood Development

1. Early childhood care, Development and education
2. Safeguarding and Child Protection
3. WASH
4. Instructional/Educational Resource Center production and Development
5. Talent Development and coaching
6. Ending Child marriage and HTP

Programmatic Area 2: Girls and Women Empowerment

1. Women livelihood and economic improvement
2. Women leadership and life skill development
3. Adolescent girl's economic empowerment
4. Adolescents sexual and reproductive health
5. Sexual and Reproductive Health
6. Innovation and Technology
7. Leadership and Life Skill Development

Programmatic Area 3: Education

1. Primary Education quality and school Improvement
2. Promoting Intercultural Education
3. Innovation and technology
4. Innovation, Information, Communication and Technology
5. Intercultural Education
6. Promoting girl's education
7. Peace Education

Programmatic Area 4: Youth Skills Development and Job Creation

1. Entrepreneurship and Business Skill Development
2. Vocational Skill Training
3. Job creation and employment
4. Life and Social skill Development
5. Reintegration and Reunification of Returnees

Programmatic Area 5: Environment Protection and Renewable Energy

1. Climate resilient green economy/ livelihood
2. Solar Energy Development and promotion
3. Green environment in green community
4. Biogas Introduction and Development

Programmatic Area 6: Humanitarian Response program

1. Emergency response, recovery and resilience
2. Educational emergency response
3. Protection, Shelter and Psychosocial Support
4. Lifesaving and Dignity kit support and provision

Target Groups:

ESD targets the community groups who are found in different contexts and in need of support for sustaining life as well as improving living conditions. It includes the following list:

1. Disadvantaged children, youth, and women
2. School dropout, unemployed, and underemployed youth
3. Disadvantaged school girls
4. Disadvantaged adolescent school dropout girls and women
5. Internally displaced people (man-made and natural calamities affected communities)

Early Child Development

Currently, ESD is working on three active projects in Early Childhood Development

Making the first 1000 days count in Ethiopia

This project is being executed in two locations of North Shoa zone: Ensaro woreda and Debrebirhan City Administration, to enable multi-sectoral solutions to child development and other family concerns while prioritizing action for positive development and functioning, including health and wellbeing, mental health, social functioning, and cognitive development of children from an early age.

In 2022 Fiscal Year, a lobbying and advocacy workshop was hosted in Bahir Dar Amhara Region. And pregnant women's conferences as well as good parenting training sessions were held for young moms and their partners. ESD's play hub centers have been providing a play service along with intergenerational storytelling lessons for children.

Child Play hubs (10) in ten communities provide a safe environment for children to play, meet, and begin social interaction where above 1000 children in targeted communities have accessed play services in 2022 and 324 parents borrowed play materials for their children to play with them at their homes.

Parents recognize the importance of play for children which led to improved relationships and communication between parents and children, as well as enhanced physical, language, cognitive, emotional, and social development of children.



In general, the Making of the First 1000 days count in Ethiopia project reached 2159 beneficiaries in the 2022 fiscal year, with a success rate of 100 %.

ECD Actors and Programs Mapping Research Project

ECD actors and programs mapping research was conducted in collaboration with the Early Care International (ECI), Danish organization. The mapping was undertaken at the national level from March to June 2022 in collaboration with key government actors, NGOs, and academic and research institutions which are actively engaged in ECD programming in Ethiopia. The mapping aimed to identify the various government and CSO actors engaged in ECD programming, and the existing ECD coordination mechanisms at the national level in Ethiopia, and identify potential opportunities for effective collaboration. The findings will be used to initiate efforts for the more systematic coordination of the national ECD actors, which will in the long run strengthen and promote ECD programs to be more effectively delivered.



Integrated Community-Based ECCE and Livelihood Interventions

The project has focused on ECCE (community-based approach), promoting and developing women's livelihoods, implementing environmental and gardening interventions at ECCE centers, and working with households in Hagere Mariam woreda, North Shoa Zone of Amhara Regional State and Kimbibit woreda, North Shoa Zone of Oromia Regional State.

During the reporting period, two Community-Based ECDE centers (comprising classrooms, pit-latrines, and water points) which will provide services for 800 children from age 3 to 6, have been established in Kimbibit and Hagremariam districts.

Two pit latrines were built in two school based ECCE centers. Moreover, one water point was built in one of the school based ECCE center. Preschool teachers, pedagogical center technicians and community facilitators were trained in child development, Learning, and Materials (TPLMs) preparation and utilization.



Educational Resource Center (ERC) technicians created English letters, numbers, pictures, toys and other learning and playing materials in the Educational Resource Center (ERC), which was then distributed and equipped in the two ECCE centers. Furthermore, indigenous learning materials such as stories, parables, and riddles have been collected and compiled to be integrated into the preprimary activities in consultation with curriculum experts.

ECDE policy familiarization and advocacy workshop took place in Debrebiehrhan on which ECDE focal persons from three federal Ministries: MoE, MoH and MoWSA and the two regional states (Amhara and Oromia) and from target zones and woredas and ESD staff participated.





Varities of vegetables have been planted in the two targeted schools and SHG members' residences aiming at improving the nutrion of the target children through school and home gardening .

Due to functional adul litracy sessions, 117 illitrate SHG members out of the total 293 members became litrate .

Integrated community Based ECCE and livelihood project planned to reach 725 beneficiaries in the 2022 fiscal year and then achieved 725. As a result, the success rate of the plan is 100 %.

1. Under Edget project, twelve women SHGs were formed with 216 members and saved bIRR 123,407.00 and used BIRR 97,005.00 loan engaging in individual income-generating activities.

2. Under the other project (Biruh), 80 mothers formed 4 SHGs and engaged in saving and received in kind supports to improve their livelihood (160 prolific goats) and a total of 113,278.00 bIRR Seed money

3. Similarly, 50 destitute mothers were organized in 2 SHGs under Muday project and engaged in savings and IGAs where they also received in kind support (100 goats)

A Case Story Early Child Development Interventions

I am Enatiye Tesema, a 25-year-old single mom with a 3-year-old baby boy living in Gaza Washa Kebele North Shoa zone Amhara region. I had to drop out of school after completing the 6th grade due to my family's economic troubles. But thanks to the 1000 days project, I am now one of the delighted women and have found a new hope in life.



After my divorce, I found myself in a deep darkness, however, this project has given me the opportunity to start my life again. With the initial capital that I received, I started a new business, and my baby enjoyed the play hub. As a mother, I am grateful for the center because while my child stayed at the play hub he learned alphabet letters

and numbers enjoyably. The other vital service is access to lending toys to my child and returning them back while he finishes the games at home. The facilitator of the play hub encouraged me to overcome the challenges of day-to-day life.

Satellite school service is also facilitated for our community, giving playing materials to children who are not able to come to the play hub because of the long distance. Home visits for economically deprived mothers with disabled children are also an encouraging task which implemented in our community by this project.



Besides I got training on SHG, IGA and how to prepare balanced nutritional food for my child from locally available meals. My neighborhood is Pregnant and she receives refreshment and preparation training for motherhood. The center also help to promote socialization among mothers, allowing us to discuss our personal issues freely with each other. I am very grateful for giving me this opportunity. I want to say thank you ESD. I am also saying thank you for all the donors involved in changing our lives and giving us this opportunity.

2, Girls and Women Empowerment

Currently ESD working on four active Girls and women empowerment projects

1. Economic empowerment program for married adolescent girls aged 15-19 (Smart Steps)



Figure married adolescent girl with her husband on future mapping

The project Build on the Smart Start counseling approach, Smart Steps planned working with married girls and their partners. It was planned to map out their goals and actionable steps towards achieving their goals. The project was aimed to help the couples realize the benefits of engagement in income generation activity for both husband and wife. Then, married girls are invited to join 'Step Up Associations' to save

money, access low-interest loans, and build financial literacy and business management skills.



The Step up Associations follow a Village Savings and Loan Association (VSLA) model and exclusively for married girls ages 15-19. It was implemented in 16 kebeles at 4 woredas of Sidama and SNNPR regions: Dugnafango in wolyata zone, Kedida Gamela woreda in Kembata Tembaro zone and Melga and Hawassa Zuria woredas in Sidama region. ESD's Smart Steps project planned to work with 240 married adolescent girls in the 2022 and reached 253 married adolescent girls with the success rate of the plan is 105 %.



Girls during their training

In 21 weeks of saving, the 16 VSLA groups saved 316,205 ETB in total. After the 5th week of its starting, the group started to provide loans for the VSLA members, and 254 girls took a total of 329,355 loans from their group.





- Adolescent girls' economic empowerment modules were adopted and translated from English to 3 languages: Kembatisa, Wolaytigna, and Sidamu Afoo and applied to guide the activities of VSLAs.

- Sixteen VSLAs (252 adolescent girls) were able to save 419,400.00 ETH birr in 30 weeks and matching grant fund disbursed for the VSLA groups multiplied by 1.5.

- In kind support (358 goats and 63 sheep) provided to eligible VSLAs.

- VSLA members and groups have been engaged in IGAs taking loans from their respective VSLAs

- Husbands have been supporting the activities of VSLA members and have become engaged in household chores more than they did before.



Women Empowerment Projects

2. Biruh: Community Development and Women's Livelihood Empowerment

This project was implemented in Sidama Region Hawassa Zuria District to improve the economic and social status of women living in poverty through income-generating activities (IGA). ESD Biruh project planned to work with 160 women in the 2022 fiscal year and then achieved 160 women with the success rate of 100 %.



Women took the training on business skills, entrepreneurship, savings, credit, and basic SHG concepts, animal husbandry, vegetable production, and nutrition. All SHG members have started businesses and diversified their IGAs by taking loans from their SHG association.

3. Women Voice Leadership (WVL)

This project was implemented in Hawassa Zuria Jara Damua kebele, Sidama regional state, to improve the economic and social status of vulnerable women through income-generating activities. ESD's Yemuday grant WVL project planned to work with 50 women in the 2022 fiscal year and then achieved 50 women as a result the success rate of the plan is 100 %. After the establishment of the SHGs, 50 members of the groups took trainings for 17 days on the importance of the SHG, how to manage their small ruminants in their homes, how to feed their animals, how to use different IGA mechanisms, child care, conflict resolution, and the basics of the SHG. Moreover, 38 husbands were trained for 2 days on sexual reproductive health/SRH/ and the effect of violence against women and girls /VAW/, the effects of female genital mutilation /FGM/, and other harmful traditional practices/HTP/. In addition, 50 SHG members and 60 students attended two days of training on the SRH and Harmful Traditional Practices.

ESD bought and distributed 100 female goats for 50 target women. Each member received two goats. In addition, ESD bought and distributed Suspaniya tree seedlings for forage.

Thirty vulnerable mothers from the targeted communities received two days of refresher training on entrepreneurship and economic empowerment. The training covered topics



Figure: Mothers who were engaged in IGA

such as market identification, financial planning, and business management. All of the mothers started their businesses with two sheep; now all the mothers have two additional sheep, which indicates that their businesses have been successful and profitable.

Story of Empowerment

Changed life through

Hello, my name is Birtukuan Anulo, and I am 18. I am a member of the Kiemese (kebidomegnet) saving and loans association group. I dropped school and got married when I was in grade 8. My husband AnuloMenedo, I had no experience of income-generating activities (IGA). However, after joining the saving and loan association group, I started my Smart Steps journey by saving 30 birr per week. As a result, I took out a loan four times from my VSLA groups.

In the first round, I took 1000 ETB loan to start selling fruits. Unfortunately, I got sick and had to use the money for medical fees. But in the second round, I took again 1000 ETB loan to buy and sell fruits on the roadside. I got a profit of 500 birr within a month and paid back my loan.

For the third round, I took 1500 ETB loan and I added 400 birr to buy more fruit and continue the fruit selling.



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Finally, I planned to change my business activity again and started running two activities simultaneously. So, for the fourth time, I took a 2500 ETB loan and bought four chickens with 2,200 ETB and a roaster with 300 ETB. Now the chickens are laying eggs, and I am able to sell five eggs for 55 ETB every day. Additionally, I started selling lemons and apples in the local market, mostly in the afternoon session. I earn more than 150 ETB from selling fruits within two days.

I praise God and give thanks to the project for making me a member of the VSLA and showing me a simple way of starting an income-generating activity. Previously, I had no business experience or knowledge of IGA concepts, but now I am running two businesses. I am also planning to buy and fatten goats and rear animals, especially milk cows.

When I joined the association, my husband was paying the weekly saving birr for me. Now, I can afford my weekly saving by myself. Even I am thinking to increasing my weekly share amount after completing my monthly Equb. My husband is very supportive for me, he encouraged me, he takes care of our child, and even doing the house chores.

The weekly saving day is not only a saving and learning day for me, but it is also a recreation day. When I joined the association, I was introduced to girls with same age and scenario as mine in my locality. I am always eager to go for my saving day because I enjoy the gathering and the knowledge and experience sharing with the members of the VSLA. Currently, I am not a housewife, but a business owner.



The weekly saving day is not only a saving and learning day for me, but it is also a recreation day.



Education

1, EDUCATION MATTERS, NOW MORE THAN EVER

Education Matter project planned to work with 8430 beneficiaries in the 2022 fiscal year and then achieved 8430 as a result the success rate of the plan is 100 %.



This project was implemented in Amhara region, North Shoa zone, Siyadeber woreda, with the goal of ensuring that girls in the target areas attend and complete primary and secondary school. Teachers, students, and school principals were trained to raise awareness about how they might provide innovative solutions to the challenges girls' face and support them Sexual Reproductive Health and girls' education.

Peer education on child marriage prevention, life skills, WASH, and pad preparation was also provided. Girls' restroom was built at Siyadebr secondary school where the girls will use it as a resting room if they suffer cramps during menstrual cycle. Furthermore, at Siyadebr Secondary School, a girls' room has been built.





2. Girls Friendly School Environmental & Education Promotion & Social Accountability Enhancement project

The Girls Friendly School Environment and Education Promotion and Social Accountability Enhancement project was successfully implemented in two districts of the North Shoa Zone of Amhara regional state. The main goal of the project was to create a supportive and conducive environment for girls to attend and complete secondary and tertiary school, ultimately leading to them becoming role models for their peers and younger sisters.

In the 2022 fiscal year, the project aimed to work with 2700 beneficiaries, and it successfully achieved this target, resulting in a 100% success rate. Throughout this time period, the project held eight capacity building training sessions for students, community members, and government officials.

Additionally, distributed scholastic materials and sanitary pads to students to help alleviate some of the barriers that often prevent girls from attending school. Two interface meetings were also held during this time, and 185 individuals participated. As a result of these meetings, 25 issues related to girls' education and empowerment were identified and resolved. Moreover, scholastic materials and sanitary pad were given to students.



The main goal of the project was to create a supportive and conducive environment for girls to attend and complete secondary and tertiary school, ultimately leading to them becoming role models for their peers and younger sisters.

Story of Inspiration



Now I am best student

Hello, my name is Shewamebrat Getaw, and I am 18. I live in North Shoa. Currently, Merabite, I am in grade 10 at Fetra high school. My parents never went to school, but they had big dreams for me. We live hand-to-mouth life, and it has been a struggle for us.

My primary school I attended in was at a nearby school and it was not girl-friendly. Gender-based violence and bullying was very common. However, when I joined grade 9, I went to Fetra high school, which required me to walk for two hours every day through hilly and rocky terrain. It was a big deal for my family to send me out of the village for school since I had never been out of the village before.

Unfortunately, my father passed away after I joined grade nine. It was a tough time for me, but my mother and friends encouraged me to keep going. My mother even started working as a daily laborer to support me for my schooling.

After I joined the Malala project, I was engaged in different trainings and advocacy events. The life skill training changed my attitude and my life for good. When I was in grade 9, I used to be very shy, but now I am so confident thanks to the ESD. Now I can speak out loud to amplify girls' voices.

I am even the top performer in my class after joining this intervention. I got the highest marks in my class, and this is possible since I acquired knowledge and skills from the project. I want to pass my heartfelt gratitude to the project donors. Keep saving millions of girls; your efforts and dedication are saving countless girls' lives. I passed through the tough and rough in life and succeeded to stay at school.



**Now I can speak out
loud to amplify
girls' voices.**

Shewamebrat

Youth Skills Development and Job Creation

Currently, ESD working on five active projects for Youth Skills Development and Job Creation



1. Birhan Youth Vocational and Entrepreneurial Skills Training Project (YVEST)

ESD Birhan project planned to train 195 youths in the 2022 fiscal year and then achieved 235 as a result the success rate of the plan is 121 %. 2022 FY was the last implementation period of the 4th phase of the Birhan YVEST project. The project has been implemented in Debre Birhan City and Bassonaworana woreda focusing on the local market opportunities and enabling trainees to generate income using the skills they have acquired. During the reporting period, the project managed to provide demand-driven vocational short-term skills training to unemployed youths in Garment, Hair Dressing, Poultry production, Sheep fattening, Dairy production, Horticulture and Waste management. Currently, 70% of the graduate youths have secured jobs mostly they are self-employed.



Figure: Birhan training center Trainees

2. Joint Venture; Youth Centred Vocational Skills Development and Employment

The project is operational at Hawassa City Administration and Hawassa Zuria District. In 2022 the project managed to provide demand-driven vocational short-term skills training to 240 unemployed youths in Garment, Hair Dressing, Food Preparation/Catering, Hotel Management, Horticulture and Tier Making (GOMISTA) Currently, 14% of the graduate's youths have secured jobs. ESD joint venture project planned to train 200 youths in the 2022 fiscal year and then trained 240 youths as a result the success rate of the plan is 120 %.



3. Youth Dream - Vocational and Entrepreneurial Skill training for employment

The project is operational in Debrebirhan City. ESD Youth Dream project planned to reach 100 beneficiaries in the 2022 fiscal year and then achieved 129 as a result the success rate of the plan is 129 %. In 2022FY, the project managed to provide demand-driven vocational short-term skills training to unemployed youths in catering, tailoring, dairy production, hair dressing and wood work. 41% of the graduate's youth have secured jobs.



Catering students during training session

4. Tesfa Youth Vocational Skills Training (TYVST)

The project is operational at Angolelana Tera/Chacha, SiyadeberenaWayu/Deneba and Tarmaber/Debresina Districts/Towns. In 2022FY, the project managed to provide demand-driven vocational short-term skills training to unemployed youths in dairy production, animal fattening, poultry and catering. 99% of the graduate's youths have secured jobs.

ESD Tesfa project planned to reach 200 youths in the 2022 fiscal year and then achieved 208 as a result the success rate of the plan is 104%.



Ergete Bogale's animal fattening business

Summary of Number of Unemployed youths trained in 2022

SN	Project	Plan	Accomplishment	Percentage
1	Birhan YVST and Job Creation	195	235	121%
2	Joint venture YVST and Job Creation	200	240	120%
3	Tesfa YVST and Job Creation	200	208	104%
4	Youth Dream YVST and Job Creation	100	129	129%
5	Solar Learning	119	116	97.5%
	Total	814	928	114%

Story of change

Kidan, Tigist and Friends Enterprise, we are the owners of the restaurant. We would like to share our success story with you today. Our enterprise was established in Debrebirhan, North Shoa Zone. We are 26 youth members after we completed the ESD youth vocational training. We received training in food preparation, life skills, We received training in food preparation, life skills, and entrepreneurship and received 108,000 birr for start-up business.

**Our youth group
owned the university
restaurant**



I am Tigist, who completed high school, but my grades were below the point to join university, and I couldn't attend a private university due to financial constraints. Catering has been my dream since my childhood so this opportunity allowed me to fulfill my dream. I am KidanWondosen I am the chairperson of the group and I was unemployed for a long time.

Kidan explained, "I had given up on my life by the time I was given the opportunity to attend ESD's youth vocational skill training program. I was so excited to start the training."



Our cafeteria provides food and beverage service at the university. All the group members earn 1500 birr monthly. We eat in the cafeteria during working hours. We sell 15,000 birr per day and we are planning to start new branches out of the campus to involve all group members at a time. We were dependents and hopeless, but now we have a job. We have a great hope to live. We are so glad that ESD training provided us this opportunity that changed our lives. We want to say thank you for the training opportunity and seed money that ESD provided us.

Environmental protection and renewable energy

Currently, ESD is working on a major active project focused on environmental protection and renewable energy

1. Solar Learning Ethiopia: Solar Vocational Training and Entrepreneurship Program for Youth Self-Reliance in Ethiopia

ESD Solar project planned to reach 319 beneficiaries in the 2022 fiscal year and then achieved 320 as a result the success rate of the plan is 100.31 %.

During reporting period, 116 youth were trained out of which 45 of them were female. Solar technicians have completed solar vocational and entrepreneurship training at Debre Birhan, Debre Sina, Kemmsie and W/roSiheenTVET colleges. Graduates of 2021 were organized into 16 enterprises and joined the solar market. The enterprise formation for 2022 solar graduates is on process of organizing enterprise. Two mini-grid solar systems were installed by the graduates for businesses and churches which they use it during church services. Each mini-grid has generated 2.2 watt. ESD installed 7kw demonstration plots at four primary and secondary schools of the intervention areas as part of social corporate responsibility. The solar were installed in areas where there was no power.

Moreover, 480 solar lanterns were distributed to vulnerable households. Hence, rural households have got energy access and avoid air pollution from smoke these households used to use kerosene lamp.



S O L A R T R A I N I N G

Success story

"My name is BesufikadLasab, and I am a member of a newly established solar enterprise in SiyadebrenaWayu, North Shoa Zone. Our enterprise consists of 12 members who were trained in photovoltaic vocational skills at Debre Birhan Poly Technique College through the ESD solar project.



Before the training opportunity, my friends and I were leading desperate lives, working as daily laborers on construction sites and seasonal crop harvesting to support our economically deteriorated parents. We were struggling to cover basic needs and feared that we would end up hopeless, exposed to mal behaviors, illegal acts, and addiction. If it weren't for the ESD solar project, our situation would have gotten worse, and we may have become a burden to our families and country.

Through the project, we received nine months of full-package theoretical and practical training on solar photovoltaic installation and maintenance on level II, as well as entrepreneurship training. We were also provided with 48,000.00 ETB for start-up capital to run our business and 30 solar appliances for promotion with a 50% discount for the community.

Our enterprise distributed over 1109 home solar systems and 2 solar systems, providing off-grid communities with access to television and increasing our capital. This intervention helped over 1139 rural off-grid households access solar energy, reducing health problems caused by smoke from the use of firewood, cow dung, and charcoal. Additionally, the use of solar systems helped mitigate environmental degradation due to forest clearing.

Solar Advocacy

Eight Solar Advocacy projects were developed and submitted to the potential donors in collaboration with MoWE, ESEDA, and ADRA with the support of Solafrica. Two projects have been funded and being implemented by MoWE and ESEDA. Two more projects are going to be funded as the second round.



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“Solar Energy, Clean Energy for a Better Tomorrow!”



Thanks to the ESD solar project, we are now in a better condition than before. The solar business helped us not only to get better income and improve our livelihoods but also to develop a better self-esteem, sense of initiative, self-inspiration, winning mentality, and positive attitude towards society and life in general.

We are deeply grateful to ESD for its unreserved support, the training opportunity, and helping us to realize our dreams. On behalf of our enterprise, we call on ESD to continue its distinguished endeavour of becoming a hope giver for hopeless youth."

Emergency Response Resilience and Education Emergency Response

This humanitarian response is an emerging program of ESD that intends to reduce vulnerability and risks of victims of emergency through promoting psychosocial support for victims of emergency, supporting repatriation program of the government, promoting tolerance, reconciliation and peace building in conflict prone districts and in IDP centers. ESD also strive to create education opportunity for emergency affected children and girls.

ESD has provided school materials for secondary and primary schools in the conflict-affected areas of the North Shoa and South Wollo zones through MALALA project. The support includes a school uniform, school bag, exercise books and pen. 600 targeted girls went back to school in Shewarobit secondary school, South WolloKutaber Secondary school where this school and South WolloHaikNo.2 primary schools. The girls were encouraged to go back to school.

ESD Education Emergency Response project has provided school furniture and equipment which includes 120 school desks, 6 chairs, 6 tables and 6 shelves for Haike Primary School and Kutaber secondary school since these schools were affected by the conflict. The project support gives the opportunity for girls to go back to school.

The Principal and Vice Principals of Haiq II Primary School and Kutaber Secondary School stated that "since December 2021 the total number of schools is affected by the conflict increased incredibly in which school sources are damaged he also indicated that at least 6,000 students have missed months of schooling." More than 390,000 displaced people, girls and families are moved into schools. Many of those fleeing the violence found refuge in schools; they were using it as kitchens, canteens, dormitories, and military camps or ammunition storage places. In almost all, conflict-affected area classrooms and school furniture has been partially damaged or totally destroyed. Textbooks and school benches have even been used as firewood. However, now children and teachers are slowly going back to school.

The majority of school property was destroyed, burned down to the ashes and some of the properties are robbed. The principals added that the School rehabilitation program initiated by ESD helps to mitigate the aforesaid problems. The furniture provided by ESD for the schools will help us to start the schooling and fulfill the prerequisite for excellence education and at the same time it will enables students to return to school. The support from ESD includes 6 single drawers, 6 tables, 6 synthetic Leather seat, 120 first grade combined desk were distributed to South Wollo Zone Kutaber Secondary School and Haiq Primary School. Ultimately, the support has vital and tremendous positive impact to help girls back to school and enhance the provision of quality education.



Emergency Response



In Ethiopia, the recent internal conflict is the major cause of internal displacement. About 789,035 people were displaced because of the conflict. Many internally displaced persons have lost loved ones such as parents, siblings, children etc. Family disintegration is one of the psychological and social challenges prevalent among internally displaced

persons. As a result most of the displaced people rely on the civil societies and government for the provision of basic needs such as food and clothing.

Currently, IDP camps are overcrowded and lack the basic amenities needed for basic survival. Whenever there is humanitarian responses, mostly girls are the prominent group that are left behind among other vulnerable groups, the problem is most importantly girls are overlooked and left



behind those muscular guys are the ones who get support foremost. Thus, Education emergency response project launched by Malala fund, at least planned to mitigate the aforementioned crisis in the North Shoa region, negatively affected by the consequence of the conflict.



Total number of 3200 individuals received life sustaining need. 100 Households; 150 Young mothers and 150 kids are prior beneficiaries.

Story of Gratefulness



My name is Rawa Endeshaw, and I am 18. I live in South WolloKutaber town and currently I am in grade 9. When the conflict started in Tigiry, it quickly spread to the Amhara region, including my town. The violence and attacks that followed disrupted the lives of many South Wollo residents, including myself and my friends SakimMohaamed and EkramAbabu.

Before the conflict, I was a vibrant student who loved going to school. However, after the conflict erupted, our lives were turned upside down. Most of my neighbors and loved ones were forced to flee from their homes, including my family. We had to leave suddenly at midnight without taking any of

our belongings with us.

As a result of the conflict, school was suspended, and I was out of school for months. It was a difficult time for me and my family, as we struggled to make ends meet. We had to gather firewood in the IDP center and sometimes trade in the market to earn money to buy food.

But thanks to ESD and the Malala Fund, we received support to help us get back to school. This included capacity building trainings for teachers and for students on the psychosocial impact of conflict, awareness on returning to school, minimizing dropout rates, trauma management, trauma-informed practice, and supporting enrollment.

Our school was rejuvenated and furnished thanks to ESD's efforts. We received new desks, drawer tables, and shelves that significantly improved our learning environment. ESD also provided us with school supplies and hygiene and sanitation materials.

I am so grateful to ESD and the Malala project for their support during this difficult time. Thanks to their help, I can continue attending school and working towards my future dreams.

Events

International Girls Day (11th October 2022)

ESD celebrated International Girls' Day with different government and non-government organizations and the Federal Ministry of Women and Social Affairs.

The annual girls day event was celebrated for 10th time globally and 8th time in Ethiopia. This year it was celebrated with the motto of "digital generation our generation" i.e. Girls know their digital realities and the solutions they need to pave paths to freedom of expression, joy and boundless potential. The education champion's states that, "we have to work together to widen these pathways so that girls in this generation can become a generation of technology".



ESD'S 2022 Staff retreat

ESD head office and project staffs spent five days from January 19- 26, 2022 on preparation of ESD's annual operational plan (AOP) for the year 2022. Furthermore the whole ESD team enjoyed a retreat program at Entoto Park for two days.



Donor and Board members Visit

In 2022FY, Mr. Florian Solafrica Program Manager visited projects in Debre Birhan and surrounding areas. During his three days visit in November he visited solar learning project in Debre Birhan, Debre Birhan TVET, Solar enterprise at Armaniya, YIFATTVET and Salaysh demonstration school. ESD Deputy Director, Program coordinator, Project officer and M&E Officer has been the part of the visit. The donor promised for more donations of Swiss Franc to expand the project to other regions as well.

The other visit was board members visit in June, 2022FY. They visited two projects in North Shoa which is Pedagogical Resource Center (PRC) Center, Birhan Vocational Skill Training (VST) center.



Board members meeting



Donor visit

AWARD

On the celebration of the International Girls Day, W/ro Amsale Mulugeta received recognition from North Shoa Zone Administration for her contributions in the lives of disadvantaged people for more than 14 years in North Shoa Zone.



2022 financial plan and utilization

No	Project	2022 Budget Plan	2022 Budget Accomplishment
1.	1000 Days: Making the first 1000 days count training, Nurturing babies and toddlers	2,309,641.92	1,945,909.36
2.	Edget: Integrated Community Based ECDE and Livelihood Interventions	4,994,465.56	4,126,695.28
3.	SKN: Sustainability project on Child Labor and Child Marriage Reduction	318,200.00	318,098.56
4.	Education Matters for Girls	1,535,986.60	1,426,289.76
5.	Malala: Girls' friendly school environment, their secondary school completion & Social Accountability (SA) enhancement Project	2,861,984.00	2,594,066.57
6.	PSI Ethiopia: Adolescent Married Girl's Economic Empowerment (Smart Steps)	3,948,104.33	3,381,401.18
7.	Biruh: Community Development and Women livelihood Empowerment Project (Phase III)	1,148,376.00	901,869.83
8.	Muday: Women Economic Empowerment	459,892.00	442,516.33
9.	Birhan: YVST and Job Creation	6,565,966.55	4,494,871.95
10.	Tesfa: YVST and Job Creation	6,829,511.00	5,666,685.22
11.	Solar Learning Ethiopia- Solar vocational training and entrepreneurship program	11,352,146.00	8,931,689.83
12.	Youth Dream Vocational and Entrepreneurship Training for employment	3,596,365.50	1,650,608.59
13.	Joint Venture: YVST and Job Creation	6,091,805.48	4,244,025.91
14.	Birhan Training Center Construction Project	3,543,801.00	2,173,846.62
15.	Solar Advocacy Project	1,210,747.84	1,172,795.51
16.	ECD Actors and Programs Mapping Research	489,469.16	488,453.24
	Total	57,256,462.94	43,959,823.74



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