

Educational Access for Orphans and Vulnerable Children in Woliso, Ethiopia

Catherine H. Miller

Alaska Pacific University

Senior Project BAM

April 15, 2008

## ABSTRACT

The appalling rise in the number of orphans in Ethiopia has reached epidemic proportions. The United Nations Fund-Ethiopia (2007) estimates there are 4.6 million orphaned children, 85 % of which do not attend school. A proposal was researched and developed to educate 200 orphaned and vulnerable children (OVC) in Ethiopia. Education for Hope (*EIH*) was not written for a specific funder but provides a template for many applications. *EIH* contains the following: cover letter, project overview, organizational information, project summary, project narrative, needs statement, project description, monitoring and evaluation, and budget and narrative. The design is centered on a collaborative community effort to increase school attendance of OVC. The project provided a greater understanding the issue and a means to address the problem.

## TABLE OF CONTENTS

DEFINITION OF TERMS .....	iv
ACRONYMS AND ABBREVIATIONS .....	v
CHAPTER 1 .....	1
Introduction.....	1
<i>Lack of Access to Education</i> .....	2
The Problem.....	3
<i>Challenges of Funding</i> .....	3
Purpose.....	4
Objective .....	5
Review of the Literature .....	5
<i>Orphan Crises Globally</i> .....	5
<i>Orphan Crisis Facing Sub-Saharan Africa</i> .....	5
<i>The Crisis Affecting Extended Families</i> .....	7
<i>Education</i> .....	7
<i>Education in Ethiopia</i> .....	9
<i>Benefits of Education</i> .....	11
<i>Personal Background</i> .....	12
<i>Potential Recipients</i> .....	13
<i>Children of the World</i> .....	13
<i>Emmanuel Orphans Development Association</i> .....	13
CHAPTER 2 .....	14
Methodology .....	15
Methods.....	15
<i>List of Resources Used In Writing Foundation Grant</i> .....	15

*Statement of Need* ..... 15

*Project Description and Narrative* ..... 16

*Monitoring and Evaluation Plan* ..... 16

*Budget and Budget Narrative* ..... 17

*Personal Statement* ..... 17

Content Analysis..... 19

CHAPTER 3 ..... 20

    Finds..... 20

CHAPTER 4 ..... 21

    Conclusion ..... 21

REFERENCES ..... 23

APPENXDIXES ..... 27

## DEFINITION OF TERMS

Orphan: A child who has lost one or both of his or her parents.

Double orphan: A child who has lost both of his or her parents.

Residential care: Defined as a group living arrangement for children in which care is provided by remunerated adults who would not be regarded as traditional caregivers with the wider society.

Vulnerable children: Those children who are living with chronically ill parents, children living in households fostering orphans, or any other children who meet the definition of extreme poverty in their communities.

## ACRONYMS AND ABBREVIATIONS

AIDS: Acquired Immune Deficiency Syndrome

CTW: Children of the World

EODA: Emmanuel Orphans Development Association

HIV: Human Immunodeficiency Virus

IMF: International Monetary Fund

INGO: International Non-governmental Organization

IRS: Internal Revenue Service

LOI: Letter of Inquirer

NGO: Non-governmental Organizations

OVC: Orphans and Vulnerable Children

RFP: Request for Proposal

UN: United Nations

UNAIDS: United Nations Agency Program on HIV/AIDS

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

USAID: United States Agency for International Development

## CHAPTER 1

### Introduction

Many of us look at the problems facing the developing world and cannot imagine what we could do. In April of 2005, a friend of mine, Estiphanos Berhanu Dea, introduced me to Eyob Marian. At the time Eyob was working as an outreach missionary for the Emmanuel Baptist Church in Woliso, Ethiopia. He had been encouraged by a visiting international church group and his employer to take in 43 double orphaned children from the streets of Woliso. Both groups had promised to provide support for the children's care and build an orphanage. Unfortunately, the funding failed to materialize from either organization. With a salary of just 25 USD a month Eyob was struggling to care for the children. Eyob had initially asked Estiphanos for assistance in finding potential donors. Estiphanos, who was working as a relief and development officer for a humanitarian organization realized that Eyob was in trouble. He had tried to find funding but failed and Estiphanos turned to me on his behalf asking if I could provide assistance. When I first met the children they were living in Eyob's yard and sleeping in one small room on the ground without blankets, with barely enough food to eat and wearing tattered clothing. I was appalled by their poor health and signs of malnutrition. The children were not enrolled in school; Eyob had been unable to pay the school fees. To aid in their support the children, ages 5-15, were selling small items on the streets or working small jobs to earn money. Initially, I felt a great deal of despair for the children and could not imagine the children felt any differently than I did. After talking to them I was surprised to learn they felt lucky that they had a safe place to live and someone to love and care for them. When I asked what they needed the most, I thought the response would be food, clothing, shoes, or blankets but to my surprise the resounding response was that they wanted to attend school. Even the youngest

children mimicked the response. That experience helped me form a greater understanding of just how important an education is to orphaned children.

### *Lack of Access to Education*

I currently work for the Emmanuel Orphans Development Association (EODA) in Woliso, Ethiopia. It is not uncommon to have an extended family member who is caring for an orphan or several orphans come to EODA's orphanage and ask if we will pay the child's school fees. Meseret is one such person. She stated that she had come to the orphanage with three small children and explained that the children were her nieces and nephew; her sister had died the year before and the children's father several years before that. She had taken the children in but was struggling to care for them. She wanted to know if EODA could pay the school fees, buy a compulsory uniform, and provide school supplies so the children could attend school. She explained that she knew that without an education there was very little hope for their future or hers. An education would afford the children the opportunity to acquire good jobs and support her in her old age.

Many poor families cannot afford to send their children to school but for orphans the challenges in accessing public education is even greater. July 15, 2007, I spoke with the South West Shoa Worada Administrator, Ato Saitu, to find out how many orphans and vulnerable children were not in school in Woliso. He explained that based on the current data from Woliso Labor and Public Affairs Bureau, there are about 5,174 (2,596 male and 2,578 female) officially registered orphans in the province, of whom 651 (368 male and 283 female) are living in the district without support of families, governmental agencies, or non-governmental organizations. He did caution me the data was not very accurate, stating "orphaned children come in from the villages all the time; there is no way to keep up with accurate numbers." He was unable to provide data on the number of orphaned children currently enrolled in school but did feel the

number is similar to the national average which is a 25% enrollment rate. A rough estimate is 3,900 orphaned children in Woliso were not enrolled in school. This number only includes the officially registered orphaned children which leads me to believe the number may be much greater. It is important to note that 3,900 children does not reflect the number of poor children who do not attend school.

## The Problem

### *Challenges of Funding*

After my first meeting with Estiphanos and Eyob, I agreed to see what I could do to assist. Initially, I thought that I would be able to find an organization willing to support the children. The gravity of the situation became clearer over the next month. I met with numerous aid organizations and governmental officials only to learn the prospects of funding were bleak. Early on Estiphanos cautioned me that it would be almost impossible to find funding without forming a nationally certified relief and development association and even then, it would be difficult. To be a candidate or ever apply for funding most organizations require at least two years of organizational history, including current project agreements, audited accounting, and monitoring and evaluation data. Essentially, it was a Catch-22, you cannot get funding unless you have previously been funded. The other unfortunate lesson I learned was that funding for the residential care of orphans is very difficult to obtain. Generally speaking, international aid organizations do not feel orphanages are the best place to care for children and there is little funding support available. This is echoed in a position report addressing the growing concern about children in residential care authored by, International Save the Children Alliance (2003). Their views are similar to those of many other aid organizations, arguing that many aspects of residential care abuses children's rights. Arguing the issues of children living in institutional care are not being addressed. A parallel concern is the search for good community-based childcare

alternatives is not being given sufficient attention by governments and donors. International Save the Children Alliance (2003) like many aid organizations feels that residential care should be a last resort for orphaned children. On the other hand, there is an increasing body of evidence that contradicts this claim. Zimmerman (2005) compared fostering to orphanages looking at how each meet material and psychosocial needs of orphaned children in Malawi. An interview conducted with orphans, orphanages, foster system administrators, fosters, group home caregivers, health care workers, and community members found that Malawian orphans placed in orphanages have an advantage over those placed in foster homes. Additionally, children in orphanages have more autonomy and have a broader concept of their future potential. Orphanage residents view their caregivers as compassionate and loving. Finally, Zimmerman found that orphanages are more efficient in providing care and at exchanging information with other organizations.

Organizations unwilling to fund residential care for orphans may have good intentions but the reality is there are hundreds of thousands of children living on the streets. In 2007, I interned for three months with Project Concern International (PCI) - Ethiopia. PCI is a humanitarian relief and development organization which provides funding for organizations that support orphans and vulnerable children. My experiences working with PCI confirmed there is little direct budgetary support for orphanages but there is support for services that benefit orphans and vulnerable children such as education, life skills training and support of caregivers.

### Purpose

The purpose of the project is to educate orphaned and vulnerable children who do not otherwise have access to an education.

## Objective

The objective of the project is to write a foundational grant to submit to numerous organizations either by Children of the World or the Emmanuel Orphans Development Association. The grant will be used to gain funding support for educational access for orphans and vulnerable children in Woliso, Ethiopia. The organizations are seeking funding to subsidize school fees, provide a compulsory uniform, school supplies, and attendance to an afterschool program. Educational tutoring and life-skills training classes will be designed to strengthen academic achievements, socialization skills, and commitment to the children's education.

## Review of the Literature

### *Orphan Crises Globally*

Exact figures are not available; not all nations have accurate census information. Recent estimates reported in the joint report, *Children on the Brink* (2004) assert there are approximately 143 million children worldwide who have lost at least one parent; of these, about 16.2 million are "double orphans" who have lost both parents (p.7). Extreme poverty, conflict, exploitation, war, famine, disease and the HIV/AIDS pandemic is having a devastating impact on the world's youngest and most vulnerable citizens. Orphanhood is leaving ever increasing numbers of children vulnerable, malnourished, poor, and uneducated with little hope for the future. "More than 100 million vulnerable children around the world do not go to school" (Care International, n.d., para.1). Since 1990, the number of orphans from all causes has gone down in Asia, Latin America and the Caribbean, but has risen by 50% in Sub-Saharan Africa (United Children's Fund, 2006).

### *Orphan Crisis Facing Sub-Saharan Africa*

No other region in the world has left more children orphaned and vulnerable than Sub-Saharan Africa. In 2005, the region was home to 48.3 million orphans from all causes, 12 million

of them orphaned as a result of the HIV/AIDS pandemic ( United Children's Fund, 2006). The real tragedy is the number of orphans in Sub-Saharan Africa will continue to rise in the years ahead. As staggering as the numbers already are, the crisis in the region is just starting to unfold. As noted in the report *Children on the Brink* (2004) Sub-Saharan Africa is home to 24 of the 25 countries with the world's highest levels of HIV prevalence. As adults die, in growing numbers, they will leave increasing numbers of children behind. Ethiopia is one of the poorest nations in the world and has not escaped the crisis (p.8).

With the second largest population in Africa, Ethiopia also has the distinction of having the second highest population of orphans. The HIV/AIDS pandemic is not the only contributing factor in the rapidly increasing numbers of orphans and vulnerable children in the country. War, famine, drought, disease, and political instability are also causes. The effects have placed an overwhelming burden on children, families, communities, and the country as a whole. The United Nations Children's Fund- Ethiopia (2007) estimated that there are 4.6 million orphaned children in the country, while 200,000 children allegedly lived on the streets of Addis Ababa. Like many other African countries, Ethiopia will continue to see increasing numbers of children orphaned in the future. By 2010, United States Agency for International Development, United Nations Children's Fund and United Nations program on HIV/AIDS (2003) estimates there will be 5,029,000 Ethiopian children suffering the plight of orphanhood. The vast majority of orphans and vulnerable children are cared for by extended family members. In Sub-Saharan Africa, 60% of orphans now live in grandparent headed households (HelpAge International, 2006). The social and economic impact of orphanhood threatens the well-being and security of not only millions of children but also extended families that care for them and the country as a whole.

*The Crisis Affecting Extended Families*

As in most African societies, Ethiopia's extended families have assumed the major responsibility for the care of orphans and vulnerable children. The Ethiopian government has played a minimal role in the care of orphans and vulnerable children; according to Abebe and Aase (2007) this government does not have a social network system like many developed countries. This leaves the burden to families, households, and communities, all of which are being stretched to the breaking point. Whether households caring for orphans and vulnerable children will be able to meet their basic needs depends largely on the family income. The pressure of caring for increasing numbers of children can challenge families when considering whether they have the capacity to absorb and care for more children. According to the United States Agency for International Development-Ethiopia (2004), Ethiopians' average annual income is about 120 USD or 34 cents a day. The United Nations Children's Fund (2003) stresses extended families may not have the capacity to meet the increasing demands of caring for additional children. The report also suggested that the greater the number of orphans in a household, the more likely it is that the household will become more poor. Families may be unable to meet a child's most basic needs such as food, shelter, clothing, education, and medical care.

*Education*

African children are the future of the continent. Education is development. It creates choices and opportunities for children, reducing poverty and diseases, and gives them a voice in society. The benefits of education in a developing country are widely known. They include increasing workforce productivity, contributing to increased incomes, enhancing political participation, and reducing social inequality. For nations, education helps to create a workforce that can compete globally, opening doors to economic and social prosperity.

Educating orphan children is an important component in the social well-being of these children and in reducing poverty. Muhammad Yunus (2003) Nobel Peace Prize winner and founder of the Grameen Bank, believes that education is one of the primary components for moving the poor out of poverty. The advocacy group Human Rights Watch (2006) issued a strong statement concerning education and its influence in breaking the cycle of poverty:

Education breaks generational cycles of poverty by enabling children to gain skills and knowledge for better jobs. Education is strongly linked to concrete improvements in health and nutrition, improving children's very chances for survival. Education empowers children to be full and active participants in society, able to exercise their rights and engage in civil and political life. It is well-documented that increasing girls' access to education has benefits for development, particularly maternal and children's health, economic growth, sustainable family size, and democracy. For example, an additional year of girls' education can reduce infant mortality by 5-10 percent. Education is also a powerful protection factor: children who are in school are less likely to come in conflict with the law and much less vulnerable to rampant forms of child exploitation, including child labor, trafficking, and recruitment into armed groups (para. 2).

Denying children access to quality education increases their vulnerability to abuse, exploitation and disease. As HIV/AIDS impoverishes more families and produces new generations of orphans, its impact on children's rights to education is only likely to intensify. Investing in children's education is important to avoid the greater long-term costs of not educating children and leaving them vulnerable. The benefits of educating orphan and vulnerable children are enormous. So why are so many children left without access to public education? The answer may be a combination of poorly enacted government policies, and a lack of public and private resources. The world has recognized the importance of educating children. In September 2000, the United Nations Millennium Summit brought together the largest gathering of world leaders in history. The Millennium Development Goals (MDG) agreement was signed by 189

countries, committing to a specific agenda for reducing global poverty by 2015 by achieving the following eight goals (United Nations Development Program, 2000):

- Goal 1: Eradicate extreme poverty and hunger.
- Goal 2: Achieve universal primary education.
- Goal 3: Promote gender equality and empower women.
- Goal 4: Reduce child mortality.
- Goal 5: Improve maternal health.
- Goal 6: Combat HIV/AIDS, malaria and other diseases.
- Goal 7: Ensure environmental sustainability.
- Goal 8: Develop a Global Partnership for Development.

The second goal as stated by the MDG is to ensure that children everywhere, boys and girls alike have access to education and will be able to complete a full course of primary schooling (United Nations Development Program, 2005). Sadly, in September 2007, the Secretary-General of the United Nations, Ki-moon, announced that halfway to the deadline, Sub-Saharan Africa is unlikely to meet even a single goal (BBC News Africa, 2007).

### *Education in Ethiopia*

Ethiopia, like many signatories to the United Nations Millennium Goals, pledged to waive all school fees for primary school children by 2015, meeting the MDG, but has not yet made significant steps to do so. The United Children's Fund (2006) noted that only 25% of orphaned children attend school compared with 58% non-orphaned children in Ethiopia. The sad reality is that 75% of orphaned children do not attend school. Primary education in Ethiopia is not free. Children must pay a yearly fee to enroll in public school but they must also have a compulsory uniform, shoes and school supplies. This may seem like a nominal amount but for many children it is the barrier that prohibits their being able to attend school. The United Nations Education, Scientific and Cultural Organization (2007) contends that serious barriers to enrollment include the direct cost to households, which is not just school fees but textbooks,

school supplies, and compulsory uniforms. Other barriers may include the distance to school, overage children, pastoralist children, school dropouts, long gaps in attendance, gender inequality, working children, poor children, orphans, and children affected by HIV/AIDS.

Deveruex (2002) suggests that poor people use incremental income to satisfy basic needs first and then invest in human capital such as education and health care. Neddy Matshalage and Greg Powell (2002) assert that extended families see school fees as a major factor in deciding not to take on additional children who are orphaned. This may be the reason for the low number of orphans and vulnerable children who are enrolled in school. Families must first meet the most basic of needs; food, shelter, and clothing, before investing in a child's education and health care. According to the United Nations Children's Fund (2006) orphans are even less likely to be in school and more likely to fall behind or drop out, limiting their abilities and prospects for a better life.

Ethiopia's public school system has enormous challenges in providing even basic educational services. Some of these include: a lack of qualified teachers, high student to teacher ratios, lack of school materials, gender bias, and the burden of developing a standardized curriculum for the 80 different languages spoken in local schools. In surveys conducted over a three-year period by Hoot et al (2004) noted classes with teacher-child ratios that ranged from 1:60 to 1:90 (p. 7). In July 2007, I visited Woliso Public School Number 1, and observed teacher-child ratios of 1:60 to 1:110 depending on the subject or grade. I spoke with the Administer of Education in Woliso, Ato Tesfaye, in July 2007. He explained there were few resources available to students with special educational needs or students who had gaps in their education. He also explained there is a lack of available qualified teachers. Hoot et al (2004) found due to the lack of primary school teachers, a teacher can be qualified to teach primary school after finishing the 10th grade and attending one year of teacher training college. In

Ethiopia, poor quality teachers, lack of resources and overcrowded schools are unlikely to prepare students for the 21<sup>st</sup> century (p.4).

### *Benefits of Education*

Education is vital for the children's psychosocial development as well as for their future economic productivity. Bhargave (2005) suggests that school participation enhances children's wellbeing apart from imparting the necessary skills for them to be successful. School can provide children with a safe, structured environment and the emotional support of other adults in the community. Children who are in school have opportunities to interact with other children and develop social networks. Schools are vital in protecting children and supporting their emotional and social development by giving them comfort, security and opportunity. Education can change lives. Care International, one of the largest humanitarian organizations in the world, maintains that education of marginalized children can change their lives in the following ways:

- Young women's earnings will be 10-20% higher for every year of school completed.
- An extra year of a woman's education has been shown to reduce the risk that her child will die in infancy by 5-10%.
- Girls' education is the best single policy for reducing fertility and therefore achieving smaller and more sustainable families.
- Education is a powerful vaccine against HIV and AIDS. Several million cases of HIV/AIDS could be prevented in the next decade if every child received an education.
- A child born to a literate mother is 50% more likely to survive past the age of 5.
- Children with educated mothers are twice as likely to go to school and are less malnourished (Care, 2007).

It is well known that having an educated population drives a country's future. The World Bank (2002) alleges no country has achieved economic growth without first assuring the education of its population. What is less known is that education is a proven means to prevent HIV/AIDS. "Education of children and youth merits the highest priority in the world affected by

HIV/AIDS. This is because a good education ranks among the most cost effective means for HIV prevention” (The International Bank for Reconstruction and Development / The World Bank, 2002, para.1).

It is important that governments, communities, relief and development organizations, and civil society groups support and educate the world’s most vulnerable citizens. The priority should be to achieve access to primary education for all children. In educating children we can reduce poverty, improve gender equality, improve health and nutrition, reduce infant and child fatality, and lower the prevalence of HIV/AIDS transmission. By giving children in Woliso the opportunity to attend school we hope to change not only their lives but the lives of their families and the community members as well.

#### *Personal Background*

I started doing volunteer work in 1998 with Northwest Medical Teams International, a humanitarian relief and development organization, and I worked primarily as a nurse in disaster areas: Albania, Liberia, Ethiopia, and Uganda, providing medical care to refugees. In 2005, I sold a business that I had owned for 20 years and returned to school to pursue a B.A. degree in business administration and management with an emphasis in non-profit administration at Alaska Pacific University. The same year I founded two organizations, Emmanuel Orphans Development Association, in Woliso Ethiopia, and Children of the World, a 501 (c) 3 non-profit based in the United States. Children of the World and the Emmanuel Orphans Development Association will potentially benefit using the foundation grant in obtaining funding for educational access for orphaned children.

### *Potential Recipients*

#### *Children of the World*

In August 2005, I incorporated Children of the World (CTW) as a 501 (c) (3) non-profit organization. CTW is a charitable organization with the primary objective of supporting the interests of children without concern for monetary profit. The term “501 (c) (3)” refers to a section of the U.S. tax code which entitles certain organizations to tax-exempt status. Salamon (1999) further defines the designation, saying; “... 501 (c) (3) organizations are also eligible to receive deductible gifts from individuals and corporations; that is, contributions that the individuals and corporations can deduct from their tax liability” (p. 25). Children of the World’s mission is to change the lives of children who live in poverty or are otherwise at risk by supporting individuals, families, and organizations to ensure that vulnerable children grow up safe, healthy, happy, well-educated, and with the chance to achieve their true potential. The board of directors include: Estiphanos Berhanu Dea, vice president; Melody Simmons, secretary; and Marianne Hotz, treasurer, and myself (Catherine Miller) as president. In August 2007, Children of the World, gained full recognition from the Internal Revenue Service (IRS) as a tax-exempt non-profit charitable organization. CTW has no paid staff, we are volunteer driven and the majority of the fund raising responsibility falls to me.

Since our inception, CTW has been able to raise funds through private donations, but has failed to receive public or private grants. We continue to be the sole source of support for Emmanuel Orphans Development Association. CTW raises approximately \$45,000 a year which supports two organizations who care for orphaned children in Africa.

#### *Emmanuel Orphans Development Association*

The Emmanuel Orphans Development Association (EODA) is located in Woliso, Ethiopia. Woliso is in the majestic highland, 120 kilometers southwest of Addis Ababa in

Oromiya Regional State of Ethiopia. The community is comprised of more than 55,000 people who largely depend upon agricultural farming for economic sustainability. Although there is no data estimating the average personal income in Woliso, EODA assumes that it mirrors that of the general Ethiopian population, which is less than 1 USD per day. Ethiopia is one of the poorest countries in the world with about 82% of the population living in absolute poverty, surviving on less than \$1 a day (The United Children's Fund, 2006). In addition to being besieged by poverty, the community is struggling to care for a growing number of orphans and vulnerable children (OVC).

The Emmanuel Orphans Development Association is a certified non-governmental relief and development association established in 2005. EODA is a grassroots organization who has taken the lead in providing services to orphans and vulnerable children in Woliso, Ethiopia. EODA received its national certification in December 2005 and was recertified in July 2007. The organization currently supports 43 orphans who have lost both of their parents, providing residential care and support for 110 orphaned children living in the community. The organization provides subsidies in the form of school fees, school supplies, uniforms, and after school tutoring programs. While EODA's program is making a substantial impact in the lives of the children and families we support right now, there are still thousands of children in Woliso who need to be given the chance to go to school.

## CHAPTER 2

## Methodology

*Methods*

The purpose of the project was to educate orphans and vulnerable children who do not have access to an education. The objective was to write a foundation grant that will be used in submitting grants to numerous organizations that will potentially fund educational access for orphaned and vulnerable children in Woliso, Ethiopia. The problem is 75% of orphaned children in Ethiopia do not have the opportunity to attend school. In Woliso, it is estimated that approximately 3,900 orphaned children are not enrolled in public school. This section outlines the process and content use for developing the grant.

*List of Resources Used In Writing Foundation Grant*

Academic research, personal experiences, experiential learning, and academic classes have all contributed to the methodology that I used in preparation for writing the foundation grant. A combination of each experience contributed in some degree to the foundation grant. The foundation grant is outlined using the four core components for every grant proposal from, *The Complete Book of Grant Writing: Learn to Write a Grant like a Professional*, which are as follows:

1. Statement of Need
2. Project Description and Narrative
3. Evaluation Plan
4. Budget and Budget Narrative

*Statement of Need*

These are the documents that were critical in establishing the statement of need:

1. AIDS Orphans and Vulnerable Children (OVC): Problems, Responses and Issues for Congress (Salaam, 2004).

2. The OVC Toolkit for Sub-Saharan Africa: A Toolkit on how to support Orphans and Other Vulnerable Children (OVC) in Sub-Saharan Africa (SSA) (The World Bank, 2005).
3. Children on the Brink 2002: A Joint Report on Orphan Estimates and Program Strategies (USAID; UNICEF; UNAIDS, 2002).
4. Children on the Brink 2004: A Joint Report on Orphan Estimates and Program Strategies (UNAIDS, UNICEF, USAID, 2004).
5. Africa's orphaned and vulnerable generations: Children affected by AIDS (The United Children's Fund, 2006).
6. USAID – Ethiopia (USAID, 2004).
7. UNICEF-Ethiopia UNICEF- Ethiopia, 2007).
8. Children AIDS and the Politics of Orphans Care in Ethiopia: The Extended Family Revisited (Abeba & Aase, 2007).
9. Can Social Safety Nets Reduce Chronic Poverty? (Devereux, 2002).  
Mass Orphanhood in the Era of HIV/AIDS (Matshalage & Powell, 2002).
10. Education for all: Global Monitoring Report (United Nations Education Scientific and Cultural Organization, 2007).

*Project Description and Narrative*

The following documents and resources that were critical in developing the project description and narrative:

1. Practical Grant Writing & Program Evaluation (Yuen & Terao, 2003).
2. Models of Proposal Planning & Writing (Miner & Miner, 2005).
3. Winning Strategies for Developing Grant Proposals (2<sup>nd</sup> Ed.) (Browning, 2006).
4. Winning Grants: Step by Step (Carlson, 2002).
5. The Complete Book of Grant Writing (Smith & Works, 2006).
6. Woliso Labor and Public Affairs Bureau (2007).
7. The Power of a Basic Education (Care, 2007).
8. Save the Children in Ethiopia (Save the Children, 2007).
9. Care Education (Care, 2007).

*Monitoring and Evaluation Plan*

The following are documents used in developing the monitoring and evaluation plan for the grant:

1. Guide to Monitoring and Evaluation of the National Response for Children Orphaned and made Vulnerable by HIV/AIDS (The United Nations Children's Fund, 2005).
2. M&E Fundamentals: A self-Guided Mini Course (Frankel & Gage, 2007).
3. Ten Steps to a Results-Based Monitoring and Evaluation System (Kusek & Rist, 2004).
4. Practical Grant Writing & Program Evaluation (Yuen & Terao, 2003).

#### *Budget and Budget Narrative*

The budget and budget narrative will be developed using the following resources and data:

1. Accounting records from EODA and CTW.
2. Current prevailing wages from the Woliso Kabala Office.
3. The Complete Book of Grant Writing (Smith & Works, 2006).
4. Practical Grant Writing & Program Evaluation. (Yuen & Terao, 2003).

The most difficult part in writing a budget will be to determine how to account for the spiraling inflation that is accruing in Ethiopia and estimate a three year budget. Reported by the All Africa.com online news site in March 2007, “Officials of the IMF are concerned by the escalating inflation rate being observed in Ethiopia. Inflation rate has reached 12% and the IMF projects the same figure for the current fiscal year” (Bekele, 2007, para. 2). While the International Monetary Fund is reporting 12% inflation EODA has seen a 25% increase in prices for food, utilities, and fuel but has been unable to match the increase in wages for staff.

#### *Personal Statement*

The following will contribute to the foundation grant. The last three years I have spent between four to six months a year living and working in Ethiopia. I am the project coordinator for EODA. My job is multifaceted. It includes managing the day-to-day operation of the orphanage including, hiring staff, setting and reviewing the budget, and auditing the accounting. I supervise the afterschool program, working with the board of directors, teachers, and staff to help develop EODA’s programs.

In 2007, I interned for three months with Project Concern International-Ethiopia, a non-profit international health and development organization assisting in developing monitoring and evaluation tools. My work included identifying core service areas of OVC programming and developing nine Quality Improvement Verification Checklists (QIVCs) used to assess OVC services being delivered through partnering organizations. I also developed an OVC Needs Assessment Tool, assessing the needs of orphan and vulnerable children and their caregivers; determining what services they are eligible to receive.

I completed a three-credit course, The Essentials of Grant Writing at Alaska Pacific University in 2007. The course introduced me to the field of grant proposal writing and gave me tools for proposal writing techniques and strategies used to develop grant proposals for foundation, corporate, and government funding agencies

Children of The World is a member of Grant Station and the Foundation Center, online resources and clearing houses for grant seekers and grantors. Both organizations offer numerous online resources related to granting. I have spent a minimum of 40 hours on the sites looking for potential grantors and reviewing previously awarded grants. I have also completed on-line courses through Grant Station, one being, Grantseeking Basics for Nonprofits Organizations (online training) Foundation Center

In December 2007, I worked with two Ethiopian Rotarians who both currently work with the United Nations. Together we wrote a sanitation project proposal for EODA that was submitted to the International Rotary group that had visited the EODA orphanage.

The following are classes that I have taken at Alaska Pacific University that I feel will aid in writing the foundation grant:

1. Introduction to the Not for Profit Sector.
2. Fundraising/ Resource Development.

### 3. Planning and Evaluating Non-profit Organizations.

The above examples highlight a number of my personal experiences, experiential learning, and academic classes that will be incorporated in writing the foundation grant.

#### Content Analysis

I used content analysis to identify key concepts in the documents and resources that were used in the foundation grant. The method of content analysis allowed me to systematically review a larger amount of information and identify important key concepts. Colorado State University: Writing Guides Content Analysis states:

Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part (para 1).

The system that I used to analyze, store and retrieve data is as follows. I stored data in electronic files, grouping similar information in specific files folders. In each folder I attached a list of key terms that I could use to find data contained within the text. I also, highlighted information that I wanted to reference in my work. I summarized many of the documents that I felt would be most relevant. In the beginning of the project I keep hard copies but soon learned that this method was an unrealistic approach for me. Many of the documents I used were hundreds of pages in length.

The method of analysis allowed me to explore, identify and understand problems affecting OVC giving a greater understanding of the issues surrounding orphanhood, and the lack of educational access provided to them in Ethiopia. Through the analysis I was able to identify important concepts and disregard those that are not relevant to the foundation grant.

## CHAPTER 3

### Findings

Writing the foundation document was a synthesis of my personal experiences working with orphans and vulnerable children, a thorough review of the literature, and information from the content analysis process. All three components contributed equally in the process and are co-dependent of each other. Including all of the components in the methodology allowed me to gain a greater understanding of what information should be included and how to present it. The process was vital in enabling me to develop and articulate the statement of need, which is the foundation of the document. Once I had established the statement of need, the format and design was influenced largely by the grant writing class I took at Alaska Pacific University. Working with the instructor and students in a peer review process enabled me to refine the materials that were most applicable and put them into a standard grant format.

The financial information was obtained by working with the accountant at EODA, and can be easily changed to reflect inflationary increases that are being seen in Ethiopia at this time.

Initially, I did look for a request for proposal for the project but was unsuccessful in finding a good match. In retrospect the process would have been much easier if I had the request for proposal requirements to guide me. Request for proposals outline grant submission requirements for a specific grantor. The progress of developing a foundation document and the finding will allow me to change the document to meet the requirement of a request for proposal in the future. The foundation document can be reviewed in Appendix 1.

## CHAPTER 4

## Conclusion

When I tell people about my work with orphans and the funding challenges we face a common response is “have you contacted the Gates Foundation, or Oprah Winfrey’s organizations; I hear they give away a lot of money.” I never thought it would be easy to find funding but I did not realize just how difficult it would be either. Large organizations do not accept letters of inquiry without an invitation in essence, “Don’t call us we will call you.” Foundations that do accept letters of inquiry have very specific types of projects they are willing to fund. For instance an organization may only fund, education for AIDS orphans, for specific age range and in a specific region of the world. A large organization want to fund other large organizations. If you do not know someone within the organization, it is very hard to gain access. I feel the best chance for funding a grant for education is to have the Emmanuel Orphans Development Association find a partnering organization that is currently working in Ethiopia. I am on my way back to Ethiopia in June 2008 to pursue potential partners.

I have learned a great deal from my project that extends far beyond the need to educate orphaned and vulnerable children. The process of writing the foundation document has been invaluable. The experience has allowed me to gain a greater understanding of the granting process and how to write a grant.

I have already put my skills to work. I recently attended local Rotary Club meeting in Anchorage, Alaska. Unbeknownst to me at the time, I sat next to the incoming president of the club. During the meeting I shared with him the work that I was doing with orphans and vulnerable children in Africa. A week later he called asking if we could meet; the club wanted to fund a water, sanitation, or malaria project in the developing world. It just so happens I have a sanitation improvement budget summary written for EODA. In the meeting the president shared

two concerns they had with doing international projects. The first was they have someone on the ground ensuring that the money was being spent properly and the second was they needed to find a Rotary Club in Ethiopia that was responsible enough to oversee the project. It just so happens I had recently worked with Rotarians in Ethiopia that I can vouch for. We are in the beginning stages of potentially gaining funding to improve the sanitation at EODA.

I do have hope in the future that I will be able to find a donor interested in funding Education is Hope for the Emmanuel orphans development association. But more importantly, this process has taught me funding is about relationships, timing, matching the needs of both organizations, and the ability to write a good grants. I feel that the process can only benefit the Emmanuel Orphans Development Association, Children of The World, and the orphans and vulnerable children that we support.

## REFERENCES

- Abebe, T., & Aase, A. (2007). Children, AIDS and the politics of orphan care in Ethiopia: The extended family revisited . *Social Sceince & Medicine*, *64*, 2058-2069.
- Alliance, I. S. (2003). *A last resort: the growing concern about children in residential care*. Retrieved November 14, 2007, from International Save the Children Alliance: [www.savethechildren.net/alliance/resources/last\\_res.pdf](http://www.savethechildren.net/alliance/resources/last_res.pdf)
- BBC News Africa. (2007, September 14). *UN boss calls Africa crisis talks*. Retrieved September 17, 2007, from <http://news.bbc.co.uk/2/hi/africa/6994789.stm>
- Bekele, K. (2007, March 10). *Ethiopia: Escalating inflation rate concern IMF*. Retrieved February 22, 2008, from All Africa.co.: <http://allafrica.com/stories/200703110048.html>
- Bhargave, A. (2005). AIDS epidemic and the psychological well-being and school participaton of Ethiopia orphan's. *Psychology, Health & Medicine* , *10* (3), 263-275.
- Browning, B. (2006). *Winning Strategies for Developing Grant Proposals* . Washington D.C. Thompson.
- Care International. (n.d.). *Care Education*. Retrieved September 30, 2007, from Care International: <http://www.careinternational.org.uk/Education+8301.twl>
- Carlson, M. (2002). *Winning Grants; Step by Step*. San Franciso, CA.: Jossey-Bass.
- Colorado State University: Writing guides content analysis*. (n.d.). Retrieved February 29, 2008, from Advantages of content analysis <http://writing.colostate.edu/guides/research/content/com2d2.cfm>
- Development, U. N., Fund, U. N., & AIDS, U. N. (2002). *Children on the brink 2002: A joint report on orphan estimates and program strategies and a framework for action [Electronic rersion]*. New York: United Nations Children's Fund.
- Devereux, S. (2002). Can socical safety nets reduce chronic proverty? *Development Policy Review*, *20* (5), 657-675.

- Frankel, N., & Gage, A. (2007, May 6). M&E Fundamentals: A self-guided minicourse. Chapel Hill, NC, USA: MEASURE Evaluation .
- HelpAge International (2006, March 9). *Older women lead response to HIV/AIDS*. Retrieved February 11, 2008, from HelpAid Internatioanl:  
<http://www.helpage.org/News/Latestnews/Lg7q>
- Hoot, L. J., Szente, J., & Mebratu, B. (2004). Early education in Ethiopia: Progress and prospects . *Early Childhood Education Journal* , 32 (1), 3-8.
- Human Rights Watch. (2006). *Children's rights: Education*. Retrieved October 6, 2007, from Human Rights Watch: <http://hrw.org/children/education.htm>
- Kusek, J. Z., & Rist, R. C. (2004). *Ten Steps to a Results-Basd Monitoring and Evaluation System*. Washington D.C.: The World Bank.
- Matshalage, N., & Powell, G. (2002). Mass orphanhood in the era of HIV/AIDS . *British Medical Journal* , 185-186.
- Miner, T. J., & Miner, E. L. (2005). *Models of Proposal Planning & Writting*. Westport, London: .Praeger Publishing .
- Salaam, T. (2004). *AIDS orphans and vulnerable children (OVC):Problems, Resposes and issues for Congress [Electronic version]*. Washington D.C.: Congressional Research Service ~ The Library of Congress".
- Salamon, L. (1999). American's nonprofit sector [ Electronic Version]. In L. Salamon. United States of America: The Foundation Center.
- Save the Children*. (2007). Retrieved November 17, 2007, from Save the Children in Ethiopia:  
<http://www.savethechildren.org/countries/africa/ethiopia.html>
- Smith, N., & Works, G. (2006). *The Complete Book of Grant Writting* . Naperville, IL.: Sourcebooks Inc.
- The International Bank for Reconstruction and Development/The World Bank. (2002).

*Education and HIV/AIDS: A Window of Hope.* Washington D.C.: The World Bank.

The United Nations Children's Fund . (2003). *Africa's orphaned generation [ Electronic version]*. UNICEF's HIV/AIDS Unit. New York: United Nations Children's Fund.

The United Nations Children's Fund (UNICEF). (2005, February). *Guide to monitoring and evaluation of the national response for children orphaned and made vulnerable by HIV/AIDS*, PDF. (U. N. (UNICEF), Editor, & UNICEF) Retrieved May 2, 2007, from Measuredhs: [www.measuredhs.com/hivdata/guides/ovcguide.pdf](http://www.measuredhs.com/hivdata/guides/ovcguide.pdf)

United Nations Children's Fund. (2006). *Africa's orphaned and vulnerable generations: Children affected by AIDS [Electronic version]*. New York: UNICEF.

United Childrens Fund. (2007). *Ethiopia: Steady increases in street children orphaned by AIDS*. Retrieved January 22, 2007, from United Nations Children's Fund-Ethiopia: [http://www.unicef.org/infobycountry/ethiopia\\_30783.html](http://www.unicef.org/infobycountry/ethiopia_30783.html)

United Nations Development Program . (n.d.). *Millennium Development Goals*. Retrieved January 31, 2008, from <http://www.undp.org/mdg/basics.shtml>

United Nations, S. a. (2007). *Education primary education [Electronic version]*. Retrieved November 17, 2007, from UNESCO: [http://portal.unesco.org/education/en/ev.php-URL\\_ID=30859&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=30859&URL_DO=DO_TOPIC&URL_SECTION=201.html)

United States Agency for International Development. (2004). *USAID Ethiopia*. Retrieved 9 12, 2007, from USAID Ethiopia: <http://ethiopia.usaid.gov/othermenus.asp?menu=About+Ethiopia#>

United States Agency for International Development; United Nations Children's Fund; United Nations Programme on HIV and AIDS. (2004). *Children on the brink 2004: A joint report of new orphans estimates and a framework for action [Electronic version]*. New York, New York: United Nations Children's Fund [http://pdf.dec.org/pdf\\_docs/PNACY333.pdf](http://pdf.dec.org/pdf_docs/PNACY333.pdf).

World Bank's Africa Region; World Bank Institute. (2005). *The OVC Toolkit for SSA: A Toolkit on how to Support Orphans and other Vulnerable Children (OVC) in Sub-Saharan Africa (SSA)*. World Bank.

Yuen, K. F., & Terao, L. K. (2003). *Practical Grant Writing & Program Evaluation*. Pacific Grove, CA: Thomson Brooks/Cole.

Yunus, M. (2003). *Banker to the Poor: Micro-Lending and the Battle Against World Poverty*. New York, United States : Public Affairs.

Zimmerman, B. (2005). Orphans living situation in Malawi: A comparison of orphanages and foster homes. *Review of Policy Research*, 22 (6), 881.

APPENDICES

Emmanuel Orphans Development Association

# Education is Hope

Woliso, Ethiopia



Catherine H. Miller  
Project Coordination  
(251) 91-178-0440  
[catherinem@gci.net](mailto:catherinem@gci.net)  
12/12/2007

Table of Contents

Cover Letter ..... 2

Project Overview ..... 4

Organizational Information..... 5

Project Summary ..... 8

Project Narrative ..... 9

    Needs Statement..... 9

    Project Description..... 12

    Project Monitoring and Evaluation (M&E) ..... 16

    Timeline ..... 18

Budget and Budget Narrative..... 19

Budget Table..... 21

Conclusion ..... 21

Appendix/Supplement..... 22

    Office and Classroom Equipments ..... 22

Appendix 2..... 23

    Educational Costs..... 23

Appendix 3..... 23

    Miscellaneous Costs..... 23

Appendix 4..... 24

    Transportation..... 24

Appendix 5..... 24

    Salaries and Wages (one year)..... 24

References..... 25

Cover Letter

(Date)

XYZ Foundation  
1 Grant Lane  
Santa Cruz, CA 95060  
USA

Dear Donor,

The Emmanuel Orphans Development Association (EODA) is a certified non-governmental relief and development association established in 2005. We are a grassroots organization that has taken the lead in providing services to orphans and vulnerable children in Woliso, Ethiopia. Like many parts of Ethiopia, Woliso is faced with a growing numbers of orphans and vulnerable children. There are 651 registered orphans in Woliso, with the majority not being cared for by extended families, the community, governmental, or non-governmental organizations. These children are forced to live on the streets. EODA operates a residential care facility for 43 orphaned children in conjunction with providing school fees, uniforms, school supplies, after school tutoring, and life-skills training classes for 110 orphaned and or vulnerable children in our community.

EODA is seeking funding for its, *Education is Hope* project that would give 200 orphaned children access to public education, after school tutoring, and life-skills training. The cost of this three-year project is \$57,717.00 just \$96.20 per child per year.

The advantages of educating orphans and vulnerable children are enormous. Ethiopian children are the future of the country. Education is development. It creates choices and opportunities for children, reducing poverty and disease, and gives them a voice in society. Conversely, denying children access to quality education increases their vulnerability to abuse, exploitation, and disease. Investing in children's education is important to avoid the greater long-term costs of not educating children and leaving them vulnerable to abuses, poverty, and a life with little hope for the future.

Best regards,

Catherine H. Miller  
Program Coordinator

## Project Overview

### **Grant Request from Emmanuel Orphans Development Association to XYZ Foundation**

<u>Organization:</u>	<i>Emmanuel Orphans Development Association (EODA)</i>
<u>Project Title:</u>	<i>Education is Hope (EIH)</i>
<u>Project Methods:</u>	<i>Education is Hope is a collaborative community effort to increase the numbers of orphaned and vulnerable children that will have the opportunity to attend public school-decreasing their vulnerability to disease, exploitation and poverty. By targeting orphans and vulnerable children that are not currently attending school and places them in public school, after school tutoring and life skills classes the program will not only improve their lives but also the lives of extended families and the community as a whole.</i>
<u>Project Beneficiaries:</u>	<i>Orphaned and vulnerable children, caregivers and the general population</i>
<u>Project Location:</u>	<i>Oronyai State, of South West Shoa Zone, Woliso, Ethiopia</i>
<u>Program Duration:</u>	<i>Three years</i>
<u>Budget Information:</u>	<i>Total Organizational Budget 2008: \$89,000 USD Total Program Budget (3 years): \$57,717 USD Budget Period: January 1, xxxx -December 31, xxxx Amount Requested for EIH (1 year): \$19,239 USD</i>
<u>EODA Mission:</u>	<i>EODA's mission to improve the lives of children that live in poverty or are otherwise at risk. We are committed to alleviating poverty by providing; love, food, shelter, clothing, health care and educational opportunities for orphans and venerable children in Woliso, Ethiopia.</i>
<u>NOG Status:</u>	<i>Certified Relief and Development Association, Federal Democratic of Ethiopia, Ministry of Justice, Certification number 2478.</i>
<u>Proposal Contact:</u>	<i>Catherine H. Miller, Program Coordinator</i>
<u>Address:</u>	<i>P.O. Box 253 Woliso, Ethiopia</i>
<u>Phone Number:</u>	<i>(907) 868-4949 USA (251) 91-178-0440 Ethiopia</i>
<u>E-mail Address:</u>	<i><a href="mailto:catherinem@gci.net">catherinem@gci.net</a></i>
<u>Executive Director:</u>	<i>Ato Estiphanos Berhanu Dea</i>

## Organizational Information

The Emmanuel Orphans Development Association (EODA) is a certified relief and development association by the Federal Democratic of Ethiopia, Ministry of Justice. EODA was established and certified in 2005 and recertified in 2007. Our grassroots organization has taken the lead in the community of Woliso, Ethiopia. EODA is addressing the needs of some of the more than 5,000 orphaned children who are currently registered in the district, 651 of which live in Woliso. Most of these children are living without support of extended families, governmental or non-governmental organizations. EODA's mission is to improve the lives of orphaned children that live in poverty or are otherwise are at risk. Currently EODA provides services to 153 orphaned children between the ages of 5-18 who have lost both of their parents. Services include providing food, shelter, clothing, health care, educational opportunities, and life skills training.

EODA has been operating a residential care facility since 2005, providing care and support for 43 orphaned children who previously were living on the streets. The same year our organization recognized the need to support caregivers in their efforts to care for orphans. We opened our afterschool tutoring program in 2005 initially providing service to just 20 children. Currently, EODA provides subsidies in the form of school fees, school supplies, uniforms, after school tutoring classes and life skill training for 110 orphaned children who otherwise would not be afforded the opportunity to attend school. EODA has a sustainable agricultural and animal husbandry program. The program is a great success not only subsidizing EODA's food budget but also is a great teaching tool for the children in residential care.

EODA's Organizational Structure Includes:

1. EODA is governed by a general assembly that is made up of the Executive Director, Project Manager, and five volunteer community representative from varying educational backgrounds and expertise.
2. Executive Director (ED): The ED is responsible for overseeing all of EODA's programs; residential care, after school tutoring programs, and the sustainable animal husbandry and agricultural projects. The ED oversees staffing, and program sustainability and development.
3. Project Manager (PM): The PM reports to the ED. The PM oversees the daily operations of the current programs and is responsible for staffing and monitoring and evaluation.
4. Program Coordinator (PC): The PC works directly with the ED and the PM to ensure the programs are meeting their goals. The PC also is the liaison between donors, coordinating fund raising activities.
5. Accountant: The accountant is responsible for all financial reporting both internally and to independent auditors and governmental officials.
6. Support Staff: Includes a cashier, secretary, nurse, teachers, guards, and cooks.

EODA will hire additional staff for the *Education is Hope* (EIH) project including; a project director, afterschool project coordinator, and five part time teachers. EODA has a close working relationship with local government officials and offices, funding organizations, teachers, and caregivers. EODA has the capacity and experience to meet the challenges of expanding educational support for an additional 200 children.

Major Projects and Primary Activities

EODA's major projects:

- ✓ Residential care and support of 43 orphaned children.
- ✓ School support for 110 orphaned children so that they can attend school; providing school fees, school supplies, and uniforms.
- ✓ After school tutoring services for 110 orphaned children.

- ✓ Animal husbandry, and agricultural education and training.
- ✓ Support and capacity building for caretakers, teachers, and community leaders strengthening educational commitments to orphans and vulnerable children.
- ✓ Healthcare and HIV testing and treatment.
- ✓ Advocacy, training and assistance for orphans and vulnerable children to obtain birth registry, inheritance claims, etc.
- ✓ Life skills training.
- ✓ Child rights and gender awareness training.

#### Partnering Organizations

- ✓ Children of the World, Anchorage, Alaska, USA
- ✓ St Luke's Hospital, Woliso, Ethiopia
- ✓ Oromiya Social and Labor Affairs, Woliso, Ethiopia
- ✓ Oromiya Finance and Economic Development Bureau
- ✓ Woliso Kebele Office

In addition to having a proven track record of setting ambitious goals and meeting them, EODA has carried out programs that are similar to what is being proposed by EIH. Last year all children in our program remained in school and 94% advanced to the next grade level. The Woliso school district is comprised of more than 13,000 students. Yearly, the district recognizes students that have the highest achievement scores. The top five awards were given to students in EODA's program.

## Project Summary

Emmanuel Orphans Development Association proposes to initiate a three-year project *Education is Hope* (EIH) that will provide educational access to 200 orphaned and vulnerable children in Woliso, Ethiopia. The tragedy is that 75% of school-age orphaned children in Ethiopia do not have access to formal education. Ethiopian children are our future. Education is development. It creates choices and opportunities for children, reducing poverty and disease, and gives them a voice in society. There are currently 651 orphan children living on the streets of Woliso, Ethiopia without support of governmental agencies, non-governmental organizations, or extended families. *Education is Hope* is designed to apply a unique approach to eliminate barriers to public education and ensuring the academic success of the project's beneficiaries. Given the unique local situation, demands and barriers, the most promising approach will include subsidizing school expenses, supporting beneficiaries in an afterschool tutoring and life skills training program. The project will include community leaders, local government officials, volunteers, and caregivers to ensure the project's success. For just 96.20 USD per year a child will be given the opportunity to change his or her life. The cost of the three year project is 57,717.00 USD. Denying children access to quality education increases their vulnerability to abuse, exploitation and disease. As AIDS impoverishes more families and produces new generations of orphans, its impact on children's right to education is only likely to intensify. Investing in children's education is important to avoid the greater long-term costs of not educating children and leaving them vulnerable to abuses, poverty and a life with little hope for the future.

## Project Narrative

### Needs Statement

The Emmanuel Orphans Development Association is located in Woliso, Ethiopia in the majestic highland, 120 kilometers southwest of Addis Ababa in Oromiya Regional State of Ethiopia. Woliso is comprised of more than 55,000 people that largely depend upon agricultural farming for economic sustainability. Although, there is no data estimating the average personal income in Woliso, EODA assumes that it mirrors that of the general population. Ethiopia is one of the poorest countries in the world with about 82% of the population living in absolute poverty, surviving on less than \$1.00 a day (The United Children's Fund, 2006). In addition to suffering from extensive poverty, Woliso is struggling to care for a growing number of orphans and vulnerable children (OVC).

Ethiopia counts one of the largest populations of orphans in the world: 13% of children throughout the country are missing one or both parents. This represents an estimated 4,600,000 children – 800,000 of whom were orphaned by HIV/AIDS. The country has seen a steady increase in the number of children becoming orphaned because of AIDS (UNICEF-Ethiopia, 2007, para. 1).

As staggering as the numbers already are, the crisis is just starting to unfold. There are between 150,000-200,000 Ethiopian street children nationally, with a future one million vulnerable or at risk children ending up on the streets (UNICEF- Ethiopia, 2007, para. 4).

The HIV/AIDS pandemic, poverty, malnutrition and disease are leaving an ever increasing number of children homeless and vulnerable in Woliso. According to Woliso Labor and Public Affairs Bureau (2007), there are 5,174 (2,596 male 2,578 female) officially registered orphans in the district, of whom 651 (368 male 283 female) children are living in the district without support of families, governmental agencies, or non-governmental organizations.

Woliso's Labor and Public Affairs Bureau lacks statistical information on how many of the 651

orphans are or are not currently enrolled in school. EODA assumes that the enrolment number is similar to the national average. The United Children's Fund (2006) states that only 25% of school-age orphans and vulnerable children in Ethiopia have access to formal education.

The problems facing orphans and vulnerable children are enormous. Many children are living on the streets; others live in child headed households, and others are being cared for by extended families or in residential care facilities. Like other African societies Ethiopia's extended families have assumed the majority of care of orphans and vulnerable children. Ababa and Aase (2007) asserts that whether households can absorb and care for additional children largely depends on the family's income. Poor families use incremental income to satisfy basic needs first and then invest in human capital such as education and health care. Extended families see school fees as a major factor in deciding whether or not to take on additional children (Deveruex, 2002).

Primary education in Ethiopia is not free. Serious barriers to enrollment include the direct cost to household's including, school fees, textbooks, school supplies, and compulsory uniforms. Other barriers may include, distance to school, over age children, pastoralist children, school dropouts, long gaps in attendance, gender inequality, working children, poor children, orphans, and children affected by HIV/AIDS (Education for all: Global monitoring report, 2007). Families may not be aware of the advantages to sending their school children to school, reluctant since they depend on their children's labor for survival (Matshalage & Powell, 2002). The numbers depict a very disturbing picture facing Ethiopian children:

- ✓ Only 36.6% of school-age population is enrolled in primary school (Save the Children, 2007).
- ✓ Only 18% of children reach grade five (Save the Children, 2007).
- ✓ One out of three children never see the inside a classroom (UNESCO, 2007).

For many children especially females and orphans the statistics are even grimmer. Denying children in Woliso access to quality education will increase their vulnerability to abuse, exploitation and disease. As AIDS impoverishes more families and produces new generations of orphans, its impact on children's right to education is only likely to intensify. Investing in children's education is important to avoid the greater long-term costs of not educating children.

The advantages of educating orphans and vulnerable children are enormous. African children are the future of the continent. Education is development. It creates choices and opportunities for children, reducing poverty, disease and gives them a voice in society. Education increases workforce productivity, contributing to increased incomes, enhancing political participation and reducing social inequality. For the nation it creates a workforce that can compete globally, opening doors to economic and social prosperity. For girls that are often less likely to attend school, the advantages not only affect their lives, but those of their children.

Therefore, there are many reasons to Educate:

- ✓ Young women's earnings will be 10-20% higher for every year of school completed (Care, 2007).
- ✓ An extra year of a woman's education has been shown to reduce the risk that her child will die in infancy by 5-10% (Care, 2007).
- Girls' education is the best single policy for reducing fertility and therefore achieving smaller and more sustainable families (Care, 2007).
- Education is a powerful vaccine against HIV and AIDS. Several million cases of HIV/AIDS could be prevented in the next decade if every child received an education (Care, 2007).
- A child born to a literate mother is 50% more likely to survive past the age of 5 (Care, 2007).
- Children with educated mothers are twice as likely to go to school and are less malnourished (Care, 2007).

- Children that attend school have opportunities to interact with other children and develop social networks. This is a powerful tool to combat the stigmatism attached to HIV/AIDS and orphaned children (Care 2007).
- Schools are vital in protecting children and supporting their emotional and social development by giving them comfort, security and opportunity (Care 2007).

Education can change an orphaned and vulnerable child's life, empowering her or him to meet the challenges to succeed in life. The benefit of education are far greater than may be assumed.

Education can positively impact, health, nutrition, livelihood, equality, and impact future generation of those who are educated.

To address the problem and serve the needs of the target population, Education is Hope project intends to provide educational support for 200 orphaned children working with the community, caregivers, and the children to ensure their success.

#### Project Description

The overarching goal of the proposed Education is Hope project is to positively impact the lives of orphan and vulnerable children by providing educational access and support, ensuring the success of the beneficiaries. The project is designed to apply a unique approach to eliminating barriers to public education and to ensure the academic success for 200 orphans and or vulnerable children in the community of Woliso, Ethiopia. Given the unique local situation, demands and barriers, the most promising approach will include the following strategies.

- 1) Provide school fees, school uniforms, and supplies to 200 eligible orphan and or vulnerable children who are not currently enrolled in school or who do not have the opportunity to attend.
- 2) Provide afterschool tutoring and life-skills training classes that will strengthen the beneficiaries' academic achievements, socialization skills and commitment to their education.
- 3) Involve the community to ensure that the project meets its goals, objectives, and outcomes.

- 4) Partner with caregivers, volunteers, teachers, school administrators, and community leaders to strengthen the commitment to educating not only for the beneficiaries of EIH, but for all the children in Woliso.

The EIH project will not only change the lives of the 200 beneficiaries it will change the community. The advantage of educating the children is enormous. It will offer them choices, and opportunities to interact with other children and adults developing social networks skills that will reduce the stigmatism attached the HIV/AIDS and orphanhood. The project will reduce the children's vulnerability to abuse, exploitation and disease giving them a voice in our society. By involving the community we will change attitudes towards education and strengthen educational commitment among all the groups that we're working with. EODA is a grass roots organization that is committed to changing the lives of the more 651 orphans living without support.

### **Component 1-Enrollment in Public School**

EIH will work with the Kebele district office and caregivers to determine children's eligibility to for children's admission to the project. Collaborating with a Kebele district office EIH will apply for school waiver fees for children that are eligible and pay the school fees for the remaining beneficiaries. In addition to paying school fees, EIH children will be provided with school uniforms and school supplies.

**Objective 1:** Enroll 200 orphan and or vulnerable children in public school that did not previously have access.

#### **Activities:**

- 1.1.1 Collaborate with the Woliso Kebele district office to obtain school fee waivers for orphan and vulnerable children that are not currently enrolled in school.
- 1.1.2 Collaborate with the Woliso Kebele district office to determine which children are orphaned and in need of financial support for school fees.
- 1.1.3 Collaborate with caregivers to eliminate barriers to the children's education.
- 1.1.4 Provide school fees for children that are not eligible for the waiver project.

1.1.5 Provide school uniforms for 200 children.

1.1.6 Provide school supplies for 200 children.

### **Component 2-After school tutoring and life-skills training**

This component is designed to assess the targeted beneficiary group determining who is in need of additional academic support. Certified teachers will work with students to strengthen their progress. Peer tutoring group will contribute to the academic success and commitment of the beneficiaries. Life-skills training classes and clubs will be offered extracurricular activities to all 200 beneficiaries.

**Objective 1.2:** Develop a twelve month, educational tutoring and life-skills training project for the targeted group.

#### **Activities: After School Tutoring**

1.2.1 The selection of targeted children will be done in partnership with the “Kebele” (sub district) administration and project committees to determine which children have the greatest need for admission to the project.

1.2.2 An assessment tool will be designed by EIH afterschool coordinator to determine placement in the afterschool tutoring projects. The tool will include gaps in attendance, age and grade placement, academic skill. Certified teachers will work with groups of no more than 10 students, three times a week for 2 hours a day.

1.2.3 Children that are academically successful will be paired with children in-need for one-on-one tutoring. The older students will support and guide the younger students through child-to-child classes and individual mentoring. The Peer Tutoring Groups (PTG) will meet bi-weekly for two hours.

1.2.4 Life-skills training classes will be offered monthly. EIH will collaborate with local community leaders, non-governmental organizations and governmental organizations to bring training sessions to the children.

The Ethiopian Red Cross has agreed to offer training for the following: hygiene, malaria prevention, HIV/AIDS awareness and prevention, nutrition, reproductive health, and gender awareness classes.

- 1.2.5 The afterschool project coordinator will form clubs for the beneficiaries to join. They may include the following, chess club, computer training club, book club, pen pal club and choir club.

### **Component 3-Community Involvement**

EIH will involve the community to ensure the success of the project establishing a project advisory board, and volunteers that will work with beneficiaries, caregivers, project coordinators, and teachers.

**Objective 1.3-**Develop a community support network (community leaders, teachers, schools administrators, local governmental officials and caregivers) that will include at least three target organizations to provide support and advice to the project.

#### **Activities:**

- 1.3.1 Develop a project advisory board. The board will meet monthly and should have at least 6-8 members, including parents, school representatives, community members, caregivers and beneficiary representatives. The board will help to identify program areas that need improvement and areas that should be strengthened.
- 1.3.2 EIH will recruit 20 volunteer adults in the community that will follow the progress of 10 beneficiaries each. The volunteers will meet with students, teachers, caregivers and the afterschool project coordinator to ensure the beneficiaries' are academically successful, addressing barriers to education and working to eliminate obstacles. The volunteers and the afterschool project coordinator and caregivers will meet as a group monthly.

### **Component 4 – School Achievement**

Component four is designed to establish collaborative efforts amongst beneficiaries, caregivers, project personnel, and the community to ensure the academic success of the beneficiaries.

**Objective 1.4:** Increase the academic success of the targeted population.

#### **Activities:**

- 1.4.1 Collaborate with teachers and school administrators to establish open lines of communication to ensure academic success for the beneficiaries. The volunteer group members will meet monthly with their student's teachers and report back to the afterschool project coordinator.

The planned outcomes of EIH project will be to enroll 200 orphan and or vulnerable children in public school, and support them academically in an afterschool project. Our goal is to have 95% of the children complete 3 years of the project and 90% of the children advancing one grade level each year. Through education we can start to open the doors to economic and social prosperity within our community. Education is a powerful vaccine against HIV/AIDS, infant mortality, malnutrition, disease, exploitation, discrimination, and abuse of most vulnerable group in our community. By educating our children the community will educate itself, investing in our collective future, economically, socially, and politically.

#### Duration of the Project

This project proposal requests the financial funding to provide three consecutive years of services that will directly improve the lives of 200 orphan and vulnerable children in the community of Woliso in a significant way. The project will begin on XXX and will conclude on XXX.

#### Project Monitoring and Evaluation (M&E)

To clearly quantify the impact of services, a monitoring and evaluation system will be established and reported to the granting organization in accordance with the project agreement. This will ensure the project objectives are being met with quality, accountability, transparency and in a timely fashion. EIH will assess school performances, school attendance and psychosocial skills using both a qualitative and quantitative design approach. EIH will share information on the short and long-term impacts among sister non-governmental, governmental and other interested donors.

**Objective 1.1:** Qualify and enroll 200 orphaned children in public school.

Measurement: EIH staff will enter children's name and biographical information into an Excel sheet for future analysis by program and project staff.

**Objective 2.2:** Develop a twelve month, educational tutoring and life skills training project for the 200 children (targeted population).

Measurement: To maintain an average of 95% attendance rate in the targeted population for all programs (school attendance, after school tutoring attendance, like skill training)

90% of the targeted populations will maintain a 2.5 or greater GPA in public school classes. Attendance and academic records will be obtained by EIH staff from school offices and recorded in an Excel spreadsheet for future analysis by program and project staff.

**Objective 3.1:** Develop a community support network to provide support and advice to the project staff.

Measurement: Advisory board members will use an action plan tool to record and improve the program. The board will meet monthly and the minutes of the meetings will be recorded for further review.

Volunteer mentors will meet monthly with the EIH staff to discuss issues that are affecting the targeted population they are mentoring. An action plan tool will be also be used to record and improve the program.

**Objective 4.1:** Increase the academic success of the targeted population

Measurement: EIH staff will meet quarterly with teacher and school administrators. All children's academic records will be gathered and recorded in the individual records. Beneficiaries that are falling below academic standards will be identified and a plan formulated to aid in their improvement.

**Objective:** Accurate financial accounting

Measurements: EODA currently uses an independent auditing firm for reporting purposes at the end of each fiscal year. Reporting for EIH will initially be compiled by EODA accounting staff and submitted to the independent auditing firm to ensure accuracy, reliability, and transparency. Financial reporting will be determined by the provision of the grant.

Project Management

The activities of the project will be facilitated by EODA. The project manager of EODA is physically situated in Woliso, ensuring the facilitation, implementation and coordination of the EIH project. EODA project manager (PM) will hire a project coordinator, afterschool project coordinator, and five part time teachers for the EIH project. EODA's project manager (PM) will oversee the implementation of the EIH project. The PM will work directly with EODA's current staff and hiring additional staff for the EIH project. This will ensure the implementation process continues on schedule in an effective and efficient manner. The PM will have direct involvement with the Woliso Kebele office, advisory board, community leaders, volunteers, educators, EIH staff, caregivers, and beneficiaries to ensure the project's success. The following is a timeline for the implementation of the EIH project.

#### Timeline

<i>Date</i>	<i>Task /Activity</i>	<i>Responsibility</i>
Upon award	Hire Project Coordinator	EODA Executive Director
30 days	Quality beneficiary group (200) Apply for school fee waivers for eligible beneficiaries	EIH Project Coordination in collaboration with Woliso Kebele Office
60 days	Hire Afterschool Project Coordinator	EIH Project Coordinator
60 days	<ul style="list-style-type: none"> <li>• Develop afterschool curriculum</li> <li>• Test beneficiaries for academic placement</li> <li>• Setup life training classes and schedule</li> <li>• Establish Clubs/ meeting times</li> <li>• Establish Peer Tutoring Groups</li> </ul>	EIH Project Coordinator Afterschool Project Coordinator
	Ongoing <ul style="list-style-type: none"> <li>• Recruit 20 volunteer adults</li> <li>• Develop project advisory board</li> <li>• Hire teacher for afterschool project</li> </ul>	EIH Project Coordinator
90 days	Enroll 200 beneficiary in school <ul style="list-style-type: none"> <li>• Pay school fees</li> <li>• Distribute uniforms and school supplies</li> <li>• Coordinate volunteers/ beneficiaries</li> </ul>	EIH Project Coordinator

	groups <ul style="list-style-type: none"> <li>• Meet with caregivers, volunteers, beneficiaries and staff</li> </ul>	
90 days	Place beneficiaries in afterschool tutoring project	Afterschool Project Coordinator
On-going	Project monitoring and evaluation <ul style="list-style-type: none"> <li>• Academic progress of beneficiaries</li> <li>• Number of days child attends school</li> </ul>	EIH Project Coordination Afterschool Project Coordinator Teachers

### Budget and Budget Narrative

Emmanuel Orphans Development Association (EODA) respectfully requests \$57,717 USD in support for a three year project “Education is Hope” giving orphaned and vulnerable children hope for the future through educational access. Of the input cost, \$8,381 USD will be a onetime expense for classroom equipment, realized in the first year of project. The costs are calculated as follows based on the current price at the time this proposal was prepared. The following is the budget breakdown for the required assumptions the number of orphans would be 200, and the number of professional and employees will be seven.

Personnel: EODA is requesting salaries for one – FTE program coordinator (\$3,600 annually times 3years) for \$10,800 and one –FTE afterschool project coordinator at (\$3,000 annually for 3 years) or \$9,000 and five 0.5 FTE certified teachers (\$4,800 annually times 3years) or 14,400.

The total salaries requested for the three year program is \$34,200.

Office and classroom equipment: EODA is requesting \$8,381 in the first year for office and classroom expenses. This cost would be a onetime expense to the program which include one printer, 67 student desks, three staff chairs and tables, one filing cabinet, three chalk boards, three computers and a first aid and lab kits.

Educational costs: EODA estimates the educational cost at \$4,012 per year or \$12,036 for 3 years This includes school fees, school supplies, and uniforms for 200 children.

Miscellaneous costs: EODA estimates the cost of miscellaneous supplies at \$2,632 per year or \$9,381 for 36 months. These items include after school supplies that will be used by teachers and students. Under the line item paper this represents school supplies that will be used by some students and teachers, 3 flash memory cards, printing toner are among some of the larger expenses.

Transportation: The transportation costs for this project are estimated at \$700 per year or \$2,100 for 3 years. They include transportation to and from Addis Ababa. Woliso is located 120 km from Addis Ababa and staff will travel on the bus, the trip often takes 3 to 4 hours. Included in travel is hotel expenses if it is required that staff members over nights in Addis Ababa. EIH will also incur the cost of transportation for volunteers that are working in the program, and will also pay transportation costs for the teachers as a fringe benefit.

The following table gives the cost of the program in United States dollars for one and three years. An appendix for each section the table follows.

No	List of required inputs	Purpose of the inputs	Cost in US Dollar/1-Year		Cost in US Dollar/ 3 Years		REMARKS
			\$	Cent	\$	Cent	
1	Office and classroom equipments	To meet office and classrooms requirements	8,381	0.00		0.00	The details of cost breakdown is attached on Appendix 1
2	Educational costs	School materials and uniform clothing's	4,012	0.00	12,036	0.00	The details of cost breakdown is attached on

							Appendix 2
3	Miscellaneous costs	Office provisions	2,632	0.00	9,381	0.00	The details of cost breakdown is attached on Appendix 3
4	Transportation	Travels, loading and unloading cost, a visit trip/year	700	0.00	2,100	0.00	The details of cost breakdown is attached on Appendix 4
5	Personnel costs	Salaries of employees	11,400	0.00	34,200	0.00	The details of cost breakdown is attached on Appendix 8
	<i>Total</i>		27,125	0.00	57,717	0.00	

Budget Table

### Conclusion

The crises affecting orphans and vulnerable children will not abate at any time in the near future. The AIDS epidemic is leaving ever increasing numbers of orphans and vulnerable children (OVC) at risk for disease, exploitation and abuse. The proposed project EIH is based on a comprehensive approach to will not only give OVC the chance to attend school but also supports them and their caregivers in their continued commitment and success in their education. EODA has a proven track record and experience in delivering high-quality programs to OVC, we are confident that we are qualified to carry out the initiative successfully. We look forward to the potential collaborative partnership that will surely improve the lives of OVC, their caregivers and the community of Woliso.

## Appendix/Supplement

## Appendix 1

## Office and Classroom Equipments

No	Item	Unit	Qty	Unit price		Total price		Remark
				\$	Cents	\$	Cents	
1	Printer	No	1	350	0.00	350	0.00	
2	Student desks	No	67	79	0.00	5296	0.00	
3	Staff chair and Table	No	3	125	0.00	375	0.00	
4	File Cabinet	No	1	200	0.00	200	0.00	
5	Chock Board	No	3	125	0.00	375	0.00	
6	Computers	No	3	562	0.00	1685	0.00	
7	First aid Lab kits	Set	1	100	0.00	100	0.00	
	<i>Total</i>					8,381	0.00	

## Appendix 2

## Educational Costs

No	Item	Unit	Qty	Unit price		Total price		Remark
				\$	Cents	\$	Cents	
1	Uniform Clothing's	Indiv.	200	15	0.00	3,000	0.40	
2	School fee	Indiv.	200	4	0.50	900	0.00	
3	Stationary							
	Pen(Blue)	Pcs	1000	00	0.1124	112	0.40	
	Pen(Red)	Pcs	1000	00	0.1124	112	0.40	
	Pencil	Pcs	400	00	0.0045	1	0.80	
	Exe. books	Pcs	1600	00	0.25	400	0.00	
	<i>Total</i>					4,012	0.00	

## Appendix 3

## Miscellaneous Costs

No	Item	Unit	Qty	Unit price		Total price		Remark
				\$	Cents	\$	Cents	
1	Paper	pack	3	745	0.33	2,236	0.00	
2	Flash Memory (256mb)	No	3	18	0.33	55	0.00	
3	Printer toner	No	4	85	0.35	341	0.00	
	<i>Total</i>					2,632	0.00	

Appendix 4  
Transportation

No	Item	Unit	Qty	Unit price		Total price		Remark
				\$	Cents	\$	Cents	
1	Travel costs	-	-	-	-	400	0.00	
2	Field trips	-	-	-	-	300	0.00	
	<i>Total</i>					700	0.00	

Appendix 5

Salaries and Wages (one year)

No	Item	Effort (%)	Unit	Qty	Unit price		Total price		Remark
					\$	Cents	\$	Cents	
1	EIH Project Coordinator	100	No	1	300	0.00	3,600	0.00	
2	EIH Afterschool project coordinator	100	No	1	250	0.00	3,000	0.00	
3	Teachers	50	No	5	80	0.00	4,800	0.00	
	<i>Total</i>						11,400	0.00	

## References

- Abeba, T., & Aase, A. (2007). Children AIDS and the politics of orphans care in Ethiopia: The extended family revisited. *Social Science & Medicine* , 64, 2058-2069. Care International. (n.d.). *Care Education*. Retrieved September 30, 2007, from Care International: <http://www.careinternational.org.uk/Education+8301.twi>Care. (2007, September 22). *The power of a basic education*. Retrieved September 22, 2007, from Care International <http://www.care.org/getinvolved/advocacy/pdfs/The%20Power%20of%20a%20Basic%20Education.pdf>
- Devereux, S. (2002). Can social safety nets reduce chronic poverty? . *Development Policy Review* , 20 (5), 657-675.
- Education for all: Global monitoring report*. (2007). (United Nations education, scientific and cultural organization [Electronic version]) Retrieved November 17, 2007, from <http://www.unesco.org/education/GMR/2007/chapter3.pdf>
- Matshalage, N., & Powell, G. (2002). Mass orphanhood in the era of HIV/AIDS . *British Medical Journal* , 185-186.
- Save the Children*. (2007). Retrieved November 17, 2007, from Save the Children in Ethiopia: <http://www.savethechildren.org/countries/africa/ethiopia.html>
- The United Children's Fund. (2006). *Africa's orphaned and vulnerable generations: Children affected by AIDS [Electronic version]*. New York: UNICEF.
- UN ICEF- Ethiopia. (2007). Retrieved November 17th, 2007, from Ethiopia: the children: [http://www.unicef.org/ethiopia/children\\_395.html](http://www.unicef.org/ethiopia/children_395.html)
- USAID. (2004). *USAID Ethiopia* . Retrieved 9 12, 2007, from USAID Ethiopia: <http://ethiopia.usaid.gov/othermenus.asp?menu=About+Ethiopia#>