

Vulnerable Children Care Provisioning by ET-500 Child Development Project of The Ethiopian
Evangelical Church Mekane Yesus

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This is to certify that this is the thesis prepared by Aster Gezahegn “ Vulnerable Children
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Declaration

I, the undersigned, declare that this is my original work and has not been presented for a degree in any other university and all the sources of materials used for this research project have been duly acknowledged.

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ACRONOMYS

Et-500 project - In Ethiopia 500th project or Id of the project

CIE- Compassion International Ethiopia

NGOs- Non-Governmental Organizations

CDSP - Child Development Sponsorship Program

DPP - Disaster Prevention Program

PLWHA - People Living with HIV/AIDS

AIDS - Acquired Immune Deficiency Syndrome

ECD - Early Child Development

FGD - Focus Group Discussion

EECMYC DASC - Ethiopia Evangelical Church MekaneYesus Development and Social Service
Commission

PRSP - Poverty Reduction Strategy Papers

Abstract

Children become out of parental care due to poverty, HIV/AIDS, war and family members death. Due to the aforementioned reasons, the so- called family institution becomes unable to provide the necessary care and support for children and the intervention of state and non-state actors in addressing the multifaceted problems of vulnerable children is inevitable. To uncover the role played by ET-500 Project in addressing the needs of vulnerable children in Addis Ababa, a qualitative case study was employed. Data were collected from seven children who have been benefited from ET-500 Project in Addis Ababa in 2019. Data were also gathered from parents and staff of the project. Participants of the study were recruited via non- probability purposive sampling technique and data were collected through the use of an in- depth interview, FGD, Key informant interview, observation, and document review .The generated data were analyzed using qualitative data analysis methods. The finding of the research showed that project duplication, discontinuation of project activities or deliverables, inflation, selection criteria, human resource ineffectiveness, budget utilization of the project were identified as major challenges of the project. The study also reveals that the role of the project in addressing the multifaceted needs of vulnerable children through its four component service programs. Furthermore, the study concluded that hiring of skilled manpower can increase the outcome of the project. Policy revision and program amendment are also important parameters of the policymaker for the protection and welfare of girl beneficiary and program like Disaster Prevention Program /DP/ should be encouraged.

Key Words: *vulnerable children, providing care, Et-500 project*

CHAPTER ONE: INTRODUCTION

1.1Background of the study

Children who have lost their parental care due to poverty, HIV/AIDS, war and parental death are not only among the most vulnerable members of society but their care and protection also raises a major child-care policy challenge (Abebe, 2017). Various definitions have been given for the term orphan and vulnerable children depending on the particular concerned child care organizations interest. For instance, [UNICEF] and global partners define an orphan child as a child less than 18 years of age who has lost one or both parents to any cause of death. When we say an orphan, it includes children who have lost both parents, who have living parents but live separated from them, children whose parents are unable to provide care and support due to poverty. As per the above definition, there were 140 million orphans globally. Due to the unprecedented rise of orphan and vulnerable children in the world, various state and non-state actors are designing various intervention mechanisms to respond to the multifaceted needs of Orphan and Vulnerable children [OVC] (UNICEF, 2007).

Among other measures taken to protect the rights of OVC, the 2010 United Nations' Guideline on alternative child care is the notable one. Accordingly, the above guideline entitles OVC to be taken cared by alternative child care options like community based child care, family child reunification, foster care, adoption and institutional child care respectively. Cognizant of the aforementioned international legal instrument for the care of OVC, various countries have put in place their own country specific policy frameworks. For instance, Ethiopia, a country who has over 5 million OVC has formulated a policy known as the 2009 National Alternative Child Care Guideline and the 2017 Ethiopian Child Policy. Although Ethiopia has registered robust economic growth in the past few decades, such economic progress has not been able to protect families from breaking down and children from going out to street so as to get their livelihood (Chernet,2001). Back in the days, Ethiopia had strong traditional support system for the care of OVC, elderly and women. But now such system has decline due to urbanization, poverty (FHI, 2010, Abebe, 2017). Due to the erosion of traditional child care system in Ethiopia, state and non-state actors' intervention to provide various services for OVC has becomes inevitable.

Non-governmental organizations (NGOs) have become the main service providers in countries where the government is unable to fulfill its traditional role of caring for vulnerable groups of a particular society (Ulleberg, 2009). Vulnerable Children Care Provisioning by ET-500 Child Development Project of The Ethiopian Evangelical Church Mekane Yesus is among non-state actors that are working on the care and protection of OVC in Ethiopia. Hence, the study was intended to examine both the roles and challenges of Et-500 Child Development Project of the above-mentioned organization so as to get feedback about the project from clients, parents and staff of the organization in Addis Ababa in 2019.

1.2 Statement of the Problem

Children become vulnerable and in need of humanitarian organizations' care and support due to HIV/AIDS, war, parental death, famine (FHI, 2010). Globally, there are about 140 million OVC (UNICEF, 2015). Due to parents' inability to discharge their parental responsibility, state and non-state actor's intervention in addressing the needs of OVC becomes a reality. Such actors' intervention to protect OVC from vulnerability has been recognized by various international legal frameworks. The 1989 UNCRC and the 2010 UN Guideline on alternative child care is the most cited legal frameworks in safeguarding children's right.

As to Ennew(2005) searching for the vital resources to protect orphans has become a priority for the international aid community. Such initiative is based on the United Nations Convention on the Rights of the Child (UNCRC) stipulation regarding the care of children whose parents are unable to provide care for their children. Abebe (2017) states, among other things, the UNCRC establishes standards for the fulfillment of the well-being of children without parental care. Different articles of the Convention also stipulate the provision, protection and participation of orphans and other vulnerable children in similar circumstances. These include Article 9 (on children's right to continued contact with parents when in the care of the state); Article 10 (on family reunification if children and parents become separated by national borders); Article 20 (on the state's responsibilities and alternative forms of care for children separated from their parents); Article 21 (on adoption); and Article 25 (on the need for periodic reviews of

placements for children without parents in institutional or alternative care). Despite the existence of the above-mentioned child policy frameworks, the plight of vulnerable children continues.

Child labor exploitation, rape, child poverty, child trafficking, and child prostitution are among the major challenges that vulnerable children is facing in the world (UNICEF, 2015). The situation of children in Ethiopia is almost similar with that of children in rest of developing countries. Although the exact number of OVC is not correctly known, Ethiopia, a country which has been role model in registering the fastest economy in Africa is home to over 5 million OVC (FHI, 2010).OVC had been taken care of by traditional child care systems like family, community members and religious institutions in the past (Cherenet, 2001). Nowadays, the then traditional care provider system for OVC is deteriorating due to urbanization, poverty, HIV/AIDS, and famine. As a result of such systems decline, state intervention is inevitable (Abebe, 2017; FHI,2010). The role of the state in responding to the growing needs of OVC by formulating policies (UNCRC,1989;UN Guideline on alternative care of children,2010). In cognizant of the state's role in providing care and support for OVC, the Current government of Ethiopia has formulated two policies on OVC care: the 2009 Alternative Child Care Guideline and the 2017 national child policy. The first one stipulates five types of OVC care namely Community based child care, Family reunification, foster care, adoption and institutional child care in order of their importance. Accordingly, various national and international child serving organizations are operating in accordance with the above mentioned child care policies of the country. Research is vital to evaluate whether various child care organizations doing their job in line with the stated Ethiopian child care legal frameworks or not. Research evidence has well documented the role played by various national and international Non-Governmental Organizations (NGOs) in addressing the multifaceted needs of OVC. Among these researchers, some of were under taken by International and Non-Governmental Organization while the rest were conducted by governmental organization.

Forinstance,Yeshewahareg Feyisa (2015) explored the significance of community coalition services for protection of orphan and vulnerable children in Addis Ababa by taking the case of Keraniyo Area. The study by Yeshewahareg saw the service provided by the society i.e. the irregular visiting, feeding, status checking services provided by the society and these services

are totally different from the service provided by the charity organizations i.e. a formal and regular services of feeding, clothing, sheltering, teaching, and health care services. The above study also found that the supports given to children via community coalition was positively impacted the wellbeing of Vulnerable children and their guardians in Keraniyo.

On the other hand, Hana Tarekegn (2014) assessed the psychosocial problems and coping mechanisms of HIV/AIDS orphans in Hana orphans' home and found that stigmas associated being their background made the OVC's feel like they are devalued, rejected and stigmatized because of being HIV/AIDS orphan. Similarly, Tewhasom Gebrehiwot (2013) assessed orphan and vulnerable children's educational support at Gobena Children Care and Development Organization and found out that the above organization provide school uniform, free textbooks, and school fees, education access for OVC.

Furthermore, Yemisirach Million (2015) assessed the contribution and challenges of NGOs in creating income taking the case of economically vulnerable families participating in IGA program of Ethiopian Catholic Church Medhin Social Center and found that ECCMSC is contributing in creating income for vulnerable families by providing seed money, building on the skills and knowledge and involve them in small business activities to generate their own income.

And hence looking at these literature gaps (the role of the organization the reduction process of OVCs' multiple problems and challenges faced by the organization in delivering intended services as well as practice models, values, principles and intervention procedures of the organization in providing the services) and What motivates the research to undertake the study was the researcher's personal experience of observing the project's service beneficiaries and passion to know the impact of the project on the service beneficiaries. Since the project operation area is the place where the researcher is living, the researcher has got the chance to know various perspectives about the project's impact from its direct beneficiaries. In addition to that, the researcher has been serving the project as a volunteer and has got an eye to observe the day to day experiences of clients of the project. Such exposure leads the researcher to conduct a study to assess the role of the project in the lives of its clients and what challenges does the project face while delivering its services to its beneficiaries. On top of that, the researcher has

social work professional back ground and has professional mandate to examine the services for vulnerable population as well as doing policy advocacy to improve the quality of service provided to marginalized segments of a particular community. As far as the researchers' review can tell, research that attempts to examine the role and challenges of Et-500 Project in the organization is hard to get. Due to this, the study was conducted to know whether Et-500 project is addressing the needs of vulnerable children as it is stated in its program objectives in Addis Ababa.

1.3 Research Objectives

1.3.1 General Objective of the Study

The general objective of this study to examine the roles and challenges of providing care for vulnerable children in Addis Ababa the case of ET-500 Child Development Project of The Ethiopian Evangelical Church Mekane Yesus

1.3.2 Specific Objectives of the Study

- 1) To assess the services being provided by Et-500 child development project to the beneficiaries.
- 2) To assess the practice model used by Et-500 child development project in the provision of the services to vulnerable children.
- 3) To identify community perspective towards Et500 child development project.
- 4) To assess the challenge of the project in delivering its services to its clients.

1.4 Research Questions

The following are the basic research questions raised to be investigated.

- 1) What are the services being provided by Et-500 child development organization to vulnerable children?
- 2) How services being provided by the project are viewed by the nearby community?
- 3) What practice models are used by the project in the provision of services to its clients?

- 4) What are the challenges faced by Et-500 child development organization in the provision of services to its clients?

1.5 Significant of the study

This study will have various benefits for various stakeholders. First, the direct service beneficiaries- vulnerable children will be benefited from the improvement of service that is being provided to them. Second, the project will get the chance to know the status of its service delivery to its clients and design evidence-based service management given the finding of the study. Third, concerned stakeholders will be informed to formulate evidence based child care services and policy frameworks in order to improve the lives of vulnerable children. Fourth, as there is no much comprehensive research done in the issue under discussion, the study will pave the way for further research.

1.6. Scope of the Study

Thematically, the study was delimited to Et-500 child development project to examine its roles for beneficiaries and potential challenges the project is facing in Gulele Sub City, Addis Ababa, Ethiopia. In terms of time, the study was done in 2019. And geographically, the study was delimited to EECMYC ET-500 child development project which was found in Gulele Sub-City, Addis Ababa, Ethiopia.

1.7 Limitation of the study

The scope of the study was limited in Addis Ababa; more specifically focused on one NGO named The Ethiopia Evangelical Church Mekane Yesus ET-500 child development project. The delimitation was made because the research would not be manageable if all of NGOs are included in the study. Due to this, the findings of the study will not be representative of all Et-projects of the organization in Ethiopia.

1.8 Organizational of the study

This thesis is organized into five chapters. The first chapter presents the introduction that includes background of the study, statement of the problem, research questions, the general and specific objectives of the study, significance of the study, Scope and limitation of the study, organization of the study and operational definition.

In chapter two of this thesis, the researcher reviewed literature related to the research topic and present them. Whereas, chapter three discusses the methodology that is being employed in this research, the last chapter contains the findings of the research. Chapter five is concentrated on discussion, conclusion, and implications for social work recommendation.

1.9 Operational Definitions

Child: As defined in the convention on the rights of the child and ratified by the Ethiopian government on Dec.1991, a child is any human being below the ages of 18 years. For the purpose of this study, the term child refers to a child between the age of 3 up to 18 and is part of the child sponsorship program Et500 project.

Vulnerable children– for this research, it refers to those children who are living with HIV/AIDS, parents are sick, because of AIDS, children under difficult circumstances, poverty, discrimination, or exclusion whether because of HIV/AIDS or not.

Care and Support- for this study, it means a comprehensive and inclusive program that addresses the whole needs of OVC such as, economic, social, emotional, psychological and medical care of orphans and vulnerable children and their families by anyone of the stakeholders in the community.

Community Based Organization (CBO): refers to a public or private non-profit organization of demonstrated effectiveness that is representative of a community or significant segments of a community, and provides educational or related services to individuals in the community.

Destitute children: stands for children who are left without means of subsistence; deprived of their basic necessities such as food, clothing and shelter.

Needs: for the purpose of the study, term needs refer to the economic and social needs of children

CHAPTER TWO: LITERATURE REVIEW

2.1. REVIEW OF RELATED LITERATURE

This chapter of the research mainly is concerned with reviewing related literatures. The chapter covers the conceptual and empirical literatures on their respective under-categorized subtopics. This section reviews research, reports, journal articles, thesis or dissertation reports and other relevant materials in line with the topic under investigation.

2.1.1 Vulnerable Children and orphan

The World Bank (2016) defines Vulnerable Children more broadly, as those whose safety, well-being and development are, for various reasons, threatened. The loss of a parent through death or desertion is a very important aspect of vulnerability and this is a classic understanding. However, vulnerability might be caused by other additional factors, including: severe chronic illness of a parent or caregiver, poverty, hunger, lack of access to social services, inadequate clothing or shelter, overcrowding, deficient caretakers, and factors specific to the child, including disability, physical or sexual violence, or severe chronic illness.

Henry and Robert (2017) defined an orphan is someone whose parents have died, are unknown, or have permanently abandoned them. In common usage, only a child who has lost both parents due to death is called an orphan

In Ethiopia, like most African societies, the father is still considered the main earner in the family and the mother is seen as the caregiver. Therefore, the death of either one of the parents would deprive the child of the necessary love and guidance or the financial means to continue his or her growth and development. Therefore, a broader definition of orphan must be accepted and include both single and double orphan. The onset of the HIV and AIDS epidemic has completely changed the way people define, view and understand the term orphan and vulnerable children (TewhasomGebrehiwot, 2013).

In Ethiopia where HIV/AIDS and poverty often occur together, there are millions of children who are not orphans, but who have been made more vulnerable by HIV/AIDS. For example, children whose parents or care-givers are infected with HIV might not receive the care and support they require, and may instead become their parents' care-givers, often dropping out of school and becoming the main source of income in the household. The loss of parents has extensive and lasting consequences, because orphans are more likely to suffer from; malnutrition, poor physical health, poor mental health, educational disadvantages, exploitation for child labor, stigma and social exclusion. Research indicates that these children, caring for sick and dying parents, are the most vulnerable of all (Tsegaye Deda Baffa, 2013).

The Standard Service Delivery Guidelines for orphan and vulnerable children was developed by Ministry of Women and children Affairs and Federal HIV/AIDS prevention and control office in (2010). The document contains seven core service areas which are considered critical components of a set of services for programming targeting vulnerable children. The seven service areas include the following: shelter and care, economic strengthening, legal protection, health care, education, psychosocial support, food and nutrition. Nevertheless, food, shelter, health care and education are basic issues to be considered for the survival of and development of children. Psychosocial play therapy and counseling are other essential areas of for orphan children physical, social, emotional and psychosocial rehabilitation. Life skill training and recreational services are areas that should not be ignored in searching for alternative intervention for orphan children (WHO, 2017).

2.1.2 The Role of community-based care organization

The study shows that the best way to support children is to enable parents and children to be protagonists of their own future. Literature reviews implied that community childcare has been serving the best alternative care to supporting vulnerable children within their family setting. It also helps to address the high number of needy children and those families. Community-based childcare gives an opportunity to help the community members. Besides, it can impact the lives of several destitute children and their families. This alternative childcare has

also been observed as this is easy for implementation because of the family besides the organization's aim.

2.1.3 The state of Children in the world

UNICEF,(2005) acknowledges that children are vulnerable to certain types of deprivation; even short periods of deprivation can impact their long term development. “Children living in poverty experience deprivation of the material, spiritual, and emotional resources needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society”.

Summary of main results on absolute poverty: Over half of the world’s children in developing countries (56%) – just over one billion children are severely deprived, defined as children suffering from one or more forms of severe deprivation of basic human need. In addition to this Rates are lowest in Latin America and the Caribbean and East Asia and the Pacific regions at 17% and 7%, respectively. Two regions, South Asia and Sub-Saharan Africa, have severe deprivation rates of over 80%. The main results on absolute poverty over a third of all children in developing countries (37% or 674 million) are living in absolute poverty.

2.1.4 Destitute children un Ethiopia

According to CSA 2007, Ethiopia’s age pyramid shows a very young population with children between the age of 0-14 accounts for 48% and children between the 0-18 years covers 52% of the total population. In addition, 2.7 million children are estimated to have some sort of physical or mental disabilities.

Moreover, 9% of children between 0-18 years is reported HIV positive while 3.2 million people are infected in Ethiopia, which is 10% of the world’s total. The 2009 estimate of AIDS orphans is around 1 million and expected to increase 2.1 million by 2014. Cumulative AIDS death was estimated to elevate to 3.55 million and expected morbidity rate to be 5.25 by 2014. These figures signify as Ethiopia is one of the least developed and most seriously affected countries of the world (as cited in Tsegaye, 2008).

2.1.5 History of Child Care in Ethiopia

In Ethiopia, many NGOs are relatively new and have limited experience and capacity (Bonzi, 2006). Until the famines and droughts of the 1980s, there were few NGOs in the country, most of which were involved with religious education and welfare activities. As it was suggested by Campbell (2001) although their primary preoccupation remained spiritual, they took a step in expanding education and health services and some of them were also instrumental in establishing modern farms, irrigation schemes, flour mills and electricity supply.

In Ethiopia, as in most traditional societies, a strong culture of caring for orphans, the sick, the disabled, and other needy members of the community by nuclear and extended family members, communities, churches, and mosques has existed for centuries. Based on cultural and religious beliefs, provision of care to orphaned, abandoned, and vulnerable children has been seen as the duty of the extended family system among most of the societies in the country. Thus, child welfare services in Ethiopia emerged as a result of traditional practices among the various ethnic groups (Tewhasom Gebrehiwot, 2013).

However, it was only in 1960 that the Ethiopian Government officially recognized adoption through Proclamation Number 165. In this case, the adopted child, usually an orphan or the child of parents who are not able to care for him/her (Hana Tarrekegn, 2014).

2.2 Service delivery and Care and support for vulnerable children by NGOs

According to the 2010 Annual Performance Report of HIV AIDS prevention and control office (HAPCO), there are about 5.4 million OVC, of which 855,720 are AIDS orphans. The care and support program to OVC are also given to non-AIDS orphans, children with poor parents, street children and child headed households given priority to AIDS orphans. HAPCO allocated up to 20% of its total budget to the support and care of OVC (Tewhasom Gebrehiwot, 2013). HAPCO established a unit within its structure to focus exclusively on providing care and support to OVC. All government institutions have mainstreamed HIV/AIDS in their activities. At the Woreda and Kebele levels, care and support of OVC are specifically assigned to the staff.

Hana Tarrekegn, (2014) stated that the major strategy for care and support of OVC is through families, within existing orphanages, NGOs, CBOs, organized OVCs and organizing IGAs for those who have reached 18 years of age. The first priority is to support OVCs to be able to continue their education, and to provide them with food, clothing, shelter and teaching materials, training in IGA and seed money to avoid their exposure to different problems. Individuals and institutions organized in "Ethiopians for Ethiopians" approach based on adoption like strategies are being promoted in all regions. Taskforce was established under the chairmanship of MOWCYA to improve the coverage and quality of support. The Standard Service Delivery Guidelines for orphan and vulnerable children was developed by Ministry of Women and children Affairs and Federal HIV/AIDS prevention and control office in (2010).

Service areas include the following: shelter and care, economic strengthening, legal protection, health care, education, psychosocial support, food and nutrition. Nevertheless, food, shelter, health care and education are basic issues to be considered for the survival of and development of children. Psychosocial play therapy and counseling are other essential areas of for orphan children physical, social, emotional and psychosocial rehabilitation. Life skill training and recreational services are areas that should not be ignored in searching for alternative intervention for orphan children (WHO, 2017).

By Ayode,et al ,(2013) indicated the distribution of services depict that nine in every 10 institutions provide community based/FPS, with the proportion for Addis Ababa slightly lower than the combined average for the other regions. Overall economic strengthening and educational support were the most popular FPS, reported by 87.3 percent and 85.5 percent of the institutions, respectively. The second most popular categories of services include provision of health care (69.7 percent), parenting skills and competencies (55.8 percent), food/nutrition (57.0 percent), and psychosocial support (57.6 percent). Other relatively less common forms of FPS include provision of legal protection (26.1 percent) and shelter and care (29.7 percent). Across regions, the provision of services like health care and legal protection was significantly higher in the regions than in Addis Ababa.

Basic Needs of Vulnerable Children

According to PEPFAR (2006), these needs are concluded as physical needs which incorporates the needs of food, shelter, clothing, school uniforms, and fees and basic health care; emotional needs which are the needs for love, security, encouragement, motivation, care, self-esteem, confidence, sense of belonging, understanding, etc. The mental needs incorporate the formal and informal education and skill development; Social needs are essential for integration in to the community without feeling stigmatized or difference. Spiritual needs are beliefs in a higher being, which enables them to develop a hope for their future (PEPFAR, 2006).

The psychologist Abraham Maslow developed a theory called hierarchy of needs. Accordingly, all human beings have a basic survival needs that is the needs of food, warmth, and shelter. Once these needs are satisfied, we will be motivated by the needs for safety and strive for an environment in which we feel physically and emotionally safe and secure. At the next we seek experiences that feel loved, cared for and accepted by others. Beyond this we seek to feel over self-esteemed and reach at higher order needs, self-actualization. No two children are alike. Some children have impairment and others may not have. However, all children regardless of individual differences have needs (UNESCO, 2016). The needs of children are categorized as physical, emotional, spiritual, mental and social.

Many children in Ethiopia do not have their needs met, partly because people are not aware enough about the issues that could be presenting huge challenges for orphan children. Training of community volunteers helps to raise awareness of various psychosocial issues faced by orphan and vulnerable children in the communities.

Furthermore, NGOs seek to improve the people's access to services provided by the state. In countries where government lacks public services, NGOs play a significant role in the direct provision of social and economic development services (Suharko, 2007). As a result, NGOs emerge with the aim of facilitating the provision and utilization of different services that can help the clients to help themselves.

2.2.1 NGOs Contribution in physical component

In the health sector NGOs have responded to the poor's exclusion in a variety of ways sometimes setting up a center where none exists, sometimes taking over the running of a neglected clinic or health post, sometimes training members of the community in basic health principles and encouraging them to train other community members. One case is examined here. (Deryke and Erin,2001).

In urban areas, exclusion from health facilities is often accompanied by a lack of proper sanitation facilities. Given the high density of low-income urban housing, the health problems of the community are often exacerbated, if not caused, by lack of cleanliness and the unsanitary disposal of human and household waste. Addressing this problem, some NGOs have successfully incorporated sanitation activities into their programs. (Deryke *and Erin,2001*)NGOs were thus restricted in the types of care they could provide. Now, apparently, with the increasing numbers of children orphaned by AIDS, the government is turning once again to institutionalized care.

To achieve the targets set in the Millennium Development Goals (MDGs) by 2015, gross improvements in the quality and efficacy of medical would require the strengthening of government's health programs and would surely necessitate collaborating with the NGOs .Since many years, international and local non-governmental organizations (NGOs) have endeavored to fill the gaps in health service delivery, research and advocacy. NGOs have relatively performed better and achieved the results because of the flexible planning and the ability to design population-based projects on health education, health promotion, social marketing, community development and advocacy.

According to Killian (2003), children have many physical needs which include material/financial needs for clothing, shelter, and school, basic survival needs such as food, health care and hygiene. The simple provision of financial and physical needs is simply not sufficient enough for children to grow into healthy and well-adjusted adults in future. The physical needs often appear to be the most urgent basic need. But the emotional needs of children who have lost a parent or both should not be forgotten. Having a parent becomes sick

and die is clearly a major trauma for any child, and may affect them for the rest of their lives (Madorin, 2014).

Destitute children are constituted from orphan and vulnerable children, abandoned children, children living in and malnourished by extreme poverty, children with disability, children affected by armed conflicts, trafficked children, children infected with and affected by HIV, street children, abused children (Physically, sexually, labor) and household heading children (Getachew, 2006).

Community Based Care Community or family-based care is a comprehensive child welfare system. The initiative of community based child care program is providing children welfare services in their local communities for children who have been abused, neglected and/or abandoned. Community based child care programs include the basic material needs of OVC such as food, shelter, clothing, education, health care, economic support, psychosocial support and counseling, parenting education and legal protection. The basic focus of the CBOs is to improve the economic strength of poor households caring for OVC (Alternative childcare package, 2009).

However, assessments conducted on CBOs have identified the uneven distribution of services and agencies across geographic locations in the country, which currently is skewed in favor of Addis Ababa. Further examination of the relative distribution of services indicates that 90 percent of agencies provide family preservation services that are meant to support families and prevent the unnecessary separation of children mainly due to poverty (Getachew, 2006).

Services of Community Based Child Care Programs

We can see the experience of other countries community based child care service. In theory, strong community provision is associated with a comprehensive response to community needs and improved psychological adaptation amongst community members. In reality CBOs can take many forms in various settings. In many cases in South Africa, CBOs are locally inspired and a reaction to challenges concomitant with poverty. In other cases, CBOs are driven by international organizations and donors. Their services may include needs assessment; basic needs provision, early childhood education, counseling services, social support, financial

assistance and health care provision. Yet, what many of these organizations have in common is the community location, direct local availability, and a focus on child and family provision (Larson, 2012)

The health effects of growing up in poverty persist into adulthood. Children in the New Zealand Dunedin in longitudinal study that grew up in poverty were more likely to have poor health outcomes in adulthood, including higher risk of heart disease, alcohol and drug addiction, and worse dental health at age 26. These effects were dependent of the children 's initial infant health (Poulton et al., 2002). Similar results have been found in other countries. Health correlates, the research is clear that not having enough food or adequate nutrition during pregnancy and childhood is linked to poor health outcomes. These include developmental delays and more frequent illness. In addition, lack of healthy food is associated with higher cholesterol intake and obesity (Quigley et al., 2005).

Research suggests that household income influences child mental health. Children from low income families appear to have higher levels of depression and anti-social behavior -such as bullying, being cruel, breaking things, cheating or telling lies than children from more advantaged households. Children in chronically poor families show lower cognitive performance. A change in household income also influences the child 's mental health. Drops in income increase depression and anti-social behavior, while a move out of poverty and an improvement in household income results in improved child mental health stated by Patel et al.,2006).

2.2.2 Educational support

In the field of education, NGOs are described as “allies” (Blackburn, 1998) in the development of classroom materials, long-term relationships in ongoing community-projects, and general fundraising initiatives. A comprehensive study conducted on NGO provision and basic education (Rose, 2007) shows that NGOs play a key role in supporting education delivery for the excluded, thus pointing to the reality of educational exclusion (Torres, 2001;Charlick, 2005; Mfum-Mensah, 2003).

The Lyceum in Brazil provides vocational training in conjunction with life skills training, where youth spend one day per week in cultural and life planning activities related to self-esteem, self-awareness, and health education. The philosophy behind this combination is that adolescents are at a stage where they need space to reflect about their future and the meaning of work. This reflection helps them decide what they want to do in the future and thus help them become more fulfilled and productive employers. The life skills training includes sessions in such issues as self-awareness, parenting, nutrition, adolescent reproductive health, substance abuse, basic literacy, social studies, community services, and sports. The design of the two tiered Program reflects Servo's realization that positive work habits and life skills are as important as vocational or technical skills for the ability of at-risk youth to find a job (Kobayashi , 2004).

These services seek to ensure that orphans and vulnerable children receive educational, vocational and occupational opportunities needed for them to be productive adults. Research on children and AIDS demonstrates that education can leverage significant improvements in the lives of orphans and other vulnerable children. Schools not only benefit the individual child, but can also serve as important resource centers to meet the broader needs of communities. Schools can provide children with a safe, structured environment, the emotional support and supervision of adults, and the opportunity to learn how to interact with other children and develop social networks. An education is the key to employability and can also foster a child's developmentally important sense of competence (Tewhasom Gebrehiwot, 2013).

In addition to, education is an important area for leveraging additional resources at both national and local levels (HanaTarrekegn,2014). Partnerships with education programs sponsored by external donors and governments often provide resources that can help to ensure that children affected by HIV/AIDS and other problems have access to education (Dagne, 2017).

The Timor-Leste Prepara AmibaSerbisu (Preparing Us for Work) project, funded by USAID, provided out-of-school youth ages 15–29 in rural districts with apprenticeship, classroom vocational skills training, life skills training, vouchers, general training on entrepreneurship, business plan development, and basic education.

The significant amount literature and research it evident that education is critical to current and future aims to lower child poverty. Education enhances people's labor market outcomes and significantly impacts on their life chances. Better integration of education policies and policies designed to alleviate child poverty would seem to be an important part of the future agenda on eliminating child poverty.

2.2.3. Socio-emotional support

Social and emotional problems in children are associated with exposure to parental stress. Chronic stress has an adverse effect on a child's developing brain cited by in Awoura, 2015, especially in the fetal and early childhood periods (Gluckman, 2011). Moreover, living in poverty can affect the way people process information about their circumstances, leading to poor decision making and less effective coping (Shah et al., 2012).

Role of family is in ensuring children having a good childhood. Children have spoken of needing love, support, encouragement and guidance from their families. The children talk about the importance of having parents, teachers and other adults encouraging their educational aspirations, and recognizing the varied talents that all children have (Kalil, 2003, Adams, 2009)

Children need to love and be loved and a sense of belonging to society. Children are also viewed as needing a voice to be heard and to feel that they are important and valued in their communities. The basic sense of being a worthy individual who is important to those are love you, is an essential part of being a human being (Killian, 2013).

2.2.4 Spiritual support

A significant amount of research and literature has been concerned with adults and adolescents, but more recently focused attention has been given to young children 's spirituality and spiritual development. Indeed, young children 's spiritual development is increasingly recognized and acknowledged to be as an equally important aspect of their wellbeing, as are their personal, physical, intellectual, social, and emotional developments (Crompton, 1998).

It is through our belief in the Higher Being that we develop a sense of hope in the future. Being able to pray in times of hardship enables us to cope and deal better with life's challenges. It gives us a sense of purpose and also enables us to think beyond the hardships of the present life circumstances to a life hereafter (Killian, 2013). This aspect is seen as more crucial in the context of the present study of evaluation of a psychosocial support programs for vulnerable children. Without spiritual support most of the children would have ended up not being able to cope with challenging circumstances, poverty and violence (Madorin, 2014).

2.2.5 Food and Nutritional Support

These services aim to ensure that vulnerable children have access to similar nutritional resources as other children in their communities. According to PEPFAR OVC and Global AIDS program 2006, food and nutrition are important components of OVC support. Malnutrition underlies more than half of the deaths in children under five in developing countries. The Emergency Plan works in many communities broadly affected by food insecurity. Food-security issues are extremely complex, and other organizations and international partners have strong comparative advantages in providing food assistance.

2.2.6 Psychosocial Support

Document of PEPFAR OVC program and Global AIDS (2006) showed that healthy child development depends a great deal on the continuity of social relationships and the development of a sense of competence. However, HIV/AIDS can undermine the fundamental human attachments essential to normal family life and child development. Children affected by HIV/AIDS suffer anxiety and fear during the years of parental illness, followed by grief and trauma with the death of a parent. Cultural taboos surrounding the discussion of AIDS and death often compound these problems.

Guardians or care givers should give love and emotional support to their child and also they should communicate their child by expressing their emotion with absence of fear of stigma, compassionate and love.

Psychosocial support has been defined as an ongoing process of meeting emotional, social, and mental and spiritual needs of vulnerable children, all of which are considered essential elements of a meaningful and positive human development. It goes beyond meeting children's physical needs (Killian, 2013; Madorin, 2014). It places great emphasis on children's psychosocial and emotional needs, and their need for social interaction. Orphans and other vulnerable children require psychosocial support because of the trauma and stress they have experienced in their lives because of parental illness and death, poverty and violence. When children are distressed in any way, their emotional needs become critically important and the basic sense of being a worthy individual who is important to those who love them is an essential part of a human being (Killian, 2013).

2.2.7 NGOs contribution in child protection

To promote children's safety, a child protection system should broaden the responsibility for child protection beyond the public child welfare agency. Farrow, 1997, indicated parents, neighbors, schools, health providers, child care facilities, law enforcement agencies, substance abuse treatment providers, businesses, and many other community stakeholders as partners, and must make available an array of in-home and out-of-home interventions. Such a system is able to safeguard children in many ways: to prevent maltreatment before it occurs; to identify and respond to the diverse causes of child abuse and neglect; to respond to the risk of maltreatment flexibly and comprehensively; and to effectively prosecute child maltreatment (Farrow, 1997).

The work of protection of children from abuse and exploitation depends largely on advocacy work and public awareness of the rights of children. This means raising awareness among communities, law enforcement agencies, school administrations and health care providers. NGOs work closely with many government bodies, in particular with the Police, the Courts, the Prosecutors office, schools, and government bodies such as Social Affairs and Women's Affairs agencies, and others concerned with children's protection. Very often, they provide training to staff of these institutions, capacity building, material and financial support (Rahmato et al, 2008). Despite the introduction of these policies and laws by the government, the

country still faces enormous challenges with respect to protecting the rights and welfare of children. Some of these challenges include physical abuse of children, high infant mortality rate, low literacy rate and extreme child poverty (HDI, 2011).

According to Lindenberg & Bryant (2001) Advocacy work entails moving beyond implementing programs to help those in need, to actually taking up and defending the causes of others and speaking out to the public on another's behalf. In our analysis of NGO advocacy, we further define the term to refer specifically to speaking out for policy change and action that will address the root causes of problems confronted in development and relief work, and not simply speaking out to alert people of a problem in order to raise fund to support operational support.

Families are the primary socializing and advocates agents for their children early parent child interactions help children learn regulatory process and socialize them into the rhythm of their family and culture (Repetti, Taylor & Seeman, 2002.) Role of family is in ensuring children having a good childhood. Children have spoken of needing love, support, encouragement and guidance from their families.

2.3. Major Problems and Challenges Related to vulnerable children

Vulnerable children are at increased risk of losing opportunities for school, healthcare, growth, development, nutrition, and shelter. As per RAAAP Report (2005) mentions that in Ethiopia, NGOs are significantly involved in providing different types of support to OVCs and advocating for their rights, but their role is constrained by their partial reach, low capacity in terms of funds and human resources, lack of guidelines on the support of OVCs, lack of forums and networks among them, and considerable deficits in the areas of psycho-social care and supports. Limited community awareness and institutional capacity with respect to OVCs-related issues are also important obstacles to current and future interventions in this area. Therefore, the prevalent social and economic conditions that orphans find themselves in are significant contextual factors that influence the welfare and effective.

Mums for Mums (2011), indicates that the challenges and needs faced by orphans and other children made vulnerable by HIV/AIDS are diverse. The major ones include lack of

resource for education (books, uniforms and other supplies), psychosocial distress (mainly associated with anxiety, loss of parental love and nurture, burden of caring for the sick, impact of family dissolution, depression, stigma, discrimination, grief and frustration), physical and sexual abuse and inadequate access to basic needs.

In addition, the study reveals that the OVCs are not always getting the kind of help and support they need. It is therefore imperative that a close follow-up is conducted by the charity organizations involved to ensure that what takes place actually meets the needs of the OVC. Another report by Andrews et al. (2006) indicated that children in sub-Saharan countries are more vulnerable than non-orphans on a series of health indicators and are at a disadvantage in obtaining essential services necessary to their welfare (Mums for Mums, 2011).

However, these services strive to prevent children from going without shelter and work to ensure sufficient clothing and access to clean and safe water or basic personal hygiene.

In sum, researches presented main challenges and problems that seriously affect vulnerable children and the most problems and challenges are indicated below, namely food and nutrition, education, healthcare, shelter, protection and psychosocial support.

2.3.1 Food and Nutrition Related Challenges

The loss of parents has far-reaching and lasting consequences, because orphans are more likely to suffer from malnutrition (UNICEF, 2002). Furthermore, orphans' needs are often unmet as a result of a lack of available care-givers in many communities and many orphans live on their own, or are cared for in child-headed households or by grandparents, who, because of their own health problems, are unable to provide adequate care and support.

According to Ethiopian Central Statistics Authority (CSA, 2005), Children in Ethiopia also suffered from poor health due to inadequate access to clean water, sanitation facilities and nutrition. For every 1,000 children born in Ethiopia, 77 die before they reach their first year (one in every twenty-three children) and 123 (one in every eight children) before they turn five years of age.

2.3.2 Education Related Challenges

Every child has the right to a primary education. It is vital for children's futures that they attend school and take full advantage of this right. Beyond academic learning, education is also important for their psychosocial development. Schools can provide children with a safe, structured environment, the emotional support and supervision of adults, and the opportunity to learn how to interact with other children and develop social networks. Education can also reduce children's risk of HIV infection by increasing knowledge, awareness, skills and opportunities. In addition, the MOWA and HAPCO (2010) document contains seven core service areas which considered critical components of a set of services for programming targeting vulnerable children although the program is not free of cost, where the government waived tuition fees, parents/guardians continue to provide all other essential costs such as uniform, feeding, books, and fees for infrastructure development and other related issues.

Economically and socially disadvantage children such as from low income families, single parents working children, orphan as well as female students are at risk of failure in general educational setting for various reasons (Tirussew, 2005). According to DFID (2012-13) the cost of education, both monetary and non-monetary, continues to be a burden on households and a barrier to education. It is argued that the barriers of uniforms other educational supporting materials as well as indirect costs in accessing education makes households opt not to send their children to school, and stated that "orphans are the most unlikely to be schooled

International HIV/AIDS Alliance (2003) in other instances, points out issues of equity in access to education especially in poverty stricken households that older children often drop out of school early to help pay for the education of their younger siblings, and many more drop out to earn money to support themselves and their families.

Some children become vulnerable by living in households where one or both parents are sick; others become vulnerable because care-givers are too sick to provide care; and others end up leaving school to take care of their sick parents. Based on Rapid Assessment Analysis Action Plan. Orphans and vulnerable children experience frequent interruptions in learning and

their school fees often unpaid (UNAIDS, 2004). Children who drop out of school lose the benefit of education as well as school friends.

2.3.3 Health Care and Support Related Challenges

Access to good health care and support remains a challenge due to lack of money to pay medication costs and the needed services at the health units substantially increase the opportunity cost of seeking health care. International HIV/AIDS Alliance (2003) noted that sometimes, because of lack of money, guardians and families delaying in taking a child for health care services until the child gets ill seriously are key challenges for health care.

The challenges with healthcare are compounded by the apparent limitations within the public health facilities primarily due to the poor who cannot access private services, with no resources available, and with no guaranteed access to government health services, healthcare for orphans' remains in jeopardy and will continue to be a daunting challenge to caretakers.

According to the data indicated by CSA (2005) and research conducted by Alelign (2004), most children in Ethiopia were engaged in various productive and household chores and activities which are characterized by poor occupational safety, long working hours, very low wages, and a work environment which is hazardous to their health. As orphans have traditionally been absorbed by their extended family networks, many households are struggling to meet the needs of the orphans in their care (Kidman et al 2007).

2.3.4 Psychosocial care and support challenges

It cannot be assumed that orphan children and their caregivers are always able to cope without support. They need plenty of opportunity to express their feelings without fear of stigma, discrimination and exclusion. Provision of psychosocial support is a key challenge to caretakers and it fraught with complex issues. First, unlike physical needs such as food, clothing or medical care, it is difficult to diagnose even at personal level. Therefore, as noted by the International HIV/AIDS Alliance (2003), at household level, psychosocial symptoms for orphans are less likely to be recognized and acknowledged and they are more likely to be isolated with their

problems, without easy access to anyone who can help them find solutions or relief. Even when the needs are identified, there is a dearth of skills both in households and whole communities to address them. Poor access to psychosocial support similarly affects caretakers.

Orphan Children with HIV who are aware of their status have unique psychological and emotional needs, and require special and targeted help to come to terms with HIV and live positively, manage illness, deal with stigma and discrimination and prepare for the future (International HIV/AIDS Alliance, 2003). This ideally requires special skills to ensure that support is given in a manner that does not separate them from other children.

The conditions of children orphan by HIV/AIDS are worse since they are more likely to experience various psycho-social problems and are less likely to be adopted by other members of the community (UNICEF, 2002).

In the studies conducted by the MOLSA (2010), it was indicated that the psycho-social and socio-economic situations of OVCs are more likely to be multifaceted and worse in Ethiopia as compared to other countries. The studies indicated that OVCs face severe social, economic, legal and psychological problems. They have poor nutrition, poor health status, lack educational opportunities and are likely to drop out of school. They lack love, care, attention and experience stigma, discrimination, exploitation and abuse. They also lack emotional support to deal with grief and trauma, experience long-term psychological problems, take illegal drugs and other substances and become involved in crime and are vulnerable to HIV-infection (MOLSA, 2004).

During childhood, the prevalence of psychiatric disorders is significantly higher in boys, while in adulthood, women have twice the risk of depression compared to men (Strunk, et al, 2006). In Africa gender plays an important role in the socio-cultural set up of families and societies. It is often understood as the culture of interpretation of sexual bodies, embedded in the whole apparent of the society's role and norms. It is usually seen as operating hierarchically (Tirussew, 2005). Parenting practices, socialization, roles and expectations differ according to the sex of the child. The gender difference among orphans on psychological distress is critical (Dahlback, 2008)

2.4 An overview of the role of Et-500 project

The project called ET-500 project child development is located at Gulele sub city in Woreda 02 near American Embassy. It was established in March 1994 by the partnership agreement made between Evangelical church Mekan Yesus and Compassion International Ethiopia country office.

The children selected by triple subordinations that is by local church and government based on serious selection criteria. In general, the criteria are being the poorest of poor family, whose income is 600 birr and below per month, in addition to that selection criteria age of 3 children to assist them until 22 years old. Up now, 667 children are served. During their stay in the project they are assisted in four components of the service packages of the project. By these components the project exists as an advocate for children to release them from their spiritual, economic social and physical poverty and enable them to become responsible and fulfilled Christian adults. As mentioned above, the aim of the four components were the ways to release the children from poverty which condition characterized by the deprivation or absolute poverty of basic human needs? The selection criteria are age 3-6 age, healthy child mentally or physically, family size and socioeconomic status or income level of the family are determined to inclusion in to the project. (Compassion Manual, 2016)

Selection criteria are minimum age of 3 and maximum 8, children who can attend schools and healthy (mentally ill, disable child are not exclude in the program), family income and size of family, one child from one family and two allowed for twin children. Besides that 80 to 20 principles that mean from the available quota 20% of vulnerable children recruit from church members and 80% are from recruit from *woreda*.

In the selection process the project is worked cooperatively with local *woreda* administration in scrutinizing the needy children among vulnerable children who are found in the *woreda*. First, the *woreda* administration selects the desired number of children and then project committee members and the project workers go house to house with the *woreda* workers to ensure the selection is fair and genuine

In general, by these components, the project exists as an advocate for children to release them from there, spiritual, economic, psycho social and physical poverty and enable them to become responsible and fulfilled Christian adults www.compassionethiopia.com .

2.5 Summary

This chapter of the research reviewed the related literature and covered about vulnerable children, history of vulnerable children in Ethiopia, care, services and support given for vulnerable children and major challenges occurred during the services delivered for vulnerable children respectively.

The first section of this chapter defined what vulnerable children mean and care and support given for vulnerable children by NGO's. And it also shows the major challenges of vulnerable children. The second section showed discussed the different core service areas that can be delivered to children. Some of them are educational access, shelter and care services, food, and nutritional support services, psychological services to fill the gaps of physical, emotional, social, cognitive spiritual needs of children.

The third section pointed out that there could be different challenges faced by the charity organizations in delivering the services to the children. These challenges include food and shelter related challenges, education-related challenges, health care and support related problems and psycho-emotional related problems.

Chapter Three

3. Research Methodology

3.1 Philosophical Orientation of the Study and Researchers' Stance

The research philosophy or research paradigm is a set of basic beliefs or assumptions that is considered to be pertinent to explain the phenomena under investigation. It represents a world view that defines, for its holder, the nature of the world, the individual's position in it, the array of possible interactions to that world and its parts (Guba, & Lincoln, 1994; Maxwell, 2004; Creswell, 2014). The philosophical assumptions the researcher brings to the study directs the whole research process, types and procedures of research design; and typical research methods of data collection, analysis, and interpretation (Creswell, 2014; Maxwell, 2004; Guba & Lincoln, 1994).

The epistemological paradigm that guides this research was social constructivist perspective which is in line with the researchers' stance regarding the relativity and reflexivity of knowledge. Social constructivists believe that individuals look for meaning of the world in which they reside and they attach subjective meanings of their world experiences which are varied and multiple, directing the researcher into the complexity of views rather than slighting meanings in to predetermined categories or ideas (Creswell, 2014). Social constructivist paradigm admits the existence of manifold realities, subjective meanings, and the dynamism of knowledge depending on the context that a particular reality is happening (Golafshani, 2003; Halldorsdottir, 2000).

I, as a researcher, believe that reality is the product of social interaction and meaning that arises from this interaction is negotiated and shared. As such, for my study examine the role and challenges vulnerable Children Care Provisioning by ET-500 Child Development Project of The Ethiopian Evangelical Church Mekane Yesus in choosing the social constructivism paradigm, the philosophical focus is on the participant's socially constructed reality, that is, interpreting the experience or story from their words, how they experience the world, their interactions and the settings where it all occurs. Since participants' experience of the project has multiple meanings

and implications for them, social constructivist paradigm, as it is dedicated to give voice for those people who know and live with such particular phenomenon under investigation, best fits position of reality as process of negotiation and social construction as well as the methodological preference of this study.

3.2 Research Design

The research approach in terms of research method is qualitative research since qualitative design principles and procedures are best suitable for portraying and interpreting research participants' view regarding their experience of being a service receipt of the project and their felt concern. Understanding perspectives and experiences of research participants are the subject of qualitative research methods (Lincoln & Guba, 1994). Qualitative research is an approach conducted for examining and understanding the meaning individuals or groups attribute to a social phenomenon in which they are experiencing (Creswell, 2014).

Roni (2007) has also stated the relevance of qualitative research method as opposed to quantitative method in doing research with marginalized groups like vulnerable children due to the fact that qualitative research method has the ability to provide opportunities for reflecting the experience of oppression as perceived by the research participants rather than guided and controlled by the researcher. Since oppressed groups of the society are owners of the research knowledge, the role of the researcher is facilitating conducive environments for research participants to have their reflection on their experience, associated feelings and feasible intervention mechanisms for addressing their own problems (Roni, 2007).

The study was descriptive research in terms of purpose dimensions of research since the aim of the research is gaining a detail understanding of vulnerable children's perspective pertinent to the nature of their experience regarding the nature of care they are provided with and associated problems at the time of the study. Descriptive research presents a picture of the specific details of a situation, social setting, or relationship (Krueger & Newman, 2006). Single instrumental case study in qualitative research is chosen as the most suitable method for this study since the goal of this study was gaining an in-depth understanding of vulnerable children's perspective pertinent to

their concerns in line with their benefits in the study time line and in the study area. A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2009). Regarding the specific type of case study that was employed in this study, a single instrumental case study type was chosen as the best type of case studies identified by Stake (2008) due to the nature of the study, which aimed at providing an insight into the issue of being a service recipient of the project and its challenges in the study area.

Yin (2009) also justifies the use of single case study design as pertinent to situations when “an investigator has an opportunity to observe and analyze a phenomenon previously inaccessible to scientific investigation.” Since data were collected at one point in time, the research in terms of time dimension was cross-sectional. Cross-sectional research is a study conducted at single point in time (Chris & Diane, 2004). Therefore, descriptive single instrumental case study design certainly fits with the research objective, the research question, and the research philosophy of this study.

3.3 Study Area

The study was conducted in one of Addis Ababa's Sub City, *Gulele* Sub City. Among Various NGOs working on vulnerable children in Addis Ababa, Ethiopian Evangelical Church *Mekane Yesus* Child Development And Services Commission's Et-500 Child Development Project was chosen as a case study for the study based on the prior knowledge of the researcher and the existence of comprehensive service packages for vulnerable children. Among NGOs which are operating in *Gulele* Sub city of Addis Ababa to provide service for OVC, Et-500 Child Development Project is known for providing holistic service for vulnerable children (preliminary information obtained from Project Director of Et-500 Project, 2019). As cited in Palinkas, Hoagwood, Green, Wisdom, and Duan (2015) purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton , 2002). Hence, non-probability purposive sampling technique was utilized to choose the study site.

3.4 Participants of the Study Selection Criteria

Participants of the study were vulnerable children themselves, parents, and experts from the project office. Participants were invited to take part in the study purposively.

3.5 Sampling Technique and Sample Size Determination

Non-probability purposive sampling technique as a way of recruiting the study participants was applied since this sampling technique enables the researcher to select participants that have special attribute for the issue under investigation (Patton, 1990). Vulnerable children who are currently registered as a service recipient of the project in the selected area were participants of the study. Vulnerable children who are currently using the service of the project were traced through the help of a gatekeeper. The numbers of research participants who will be interviewed were determined based on the principle of data saturation. Data saturation is a principle of determining sample size in qualitative research and it works based on redundancy of information (Charmaz, 2003). In other words, a given qualitative researcher can stop interviewing the research participants if he /she reach the stage of finding no new information in the process of data collection. Creswell (2014) recommends five to twelve interviews for a case study design.

3.6 Sources of Data

Both primary and secondary data sources were gathered in this study. Primary data were collected from vulnerable children, parents, and various experts working in the project. This was done via FGD, Key informant interview, and In-depth interview. Secondary data were gathered by reviewing existing literature (Journal articles, books, monographs etc) and policy documents and office reports on the issue under discussion.

3.7 Data Collection Procedure and Data collection Tools

Data Collection Procedure

Data collection was done after securing cooperation letter from School of Social Work, Addis Ababa University and after gaining willingness of the project Director as well as vulnerable children's assent and oral consent of parents and experts of the project.

Data Collection Tools

A. In-depth Interview

Interview is the most appropriate data collection technique for case study research. Interviews are guided conversations that are usually of the most important sources of case study evidence (Yin, 2009). Interviews are a qualitative method of research often used to obtain the interviewees' perceptions and attitudes towards the issue under investigation (Yin, 2009). Accordingly, experts who are working in the project were invited to take part in the interview. The place of interview was decided based on its convenience for the interviewee and its suitability for interviewing purpose. The interviewees were chosen based on their knowledge and experience with Et-500 project. The in-depth interviews were conducted with project workers, consisting of director, health officer and social workers. Individual in-depth interviews were conducted to get a much more understanding of the contribution of the project and challenges from the perspective of those who had more knowledge of the issue. All of the participants were willing and eager to participate. The researcher had assured participants the confidentiality agreement and that they had the right to stop at any time during the interview. Each session of the individual in depth interview was emotional in different level and took almost 45 minutes to 1-hour maximum time.

B. Key Informant Interview

It is very flexible and can be used to collect large amounts of information. The researcher was there to guide the informant's attention and was available to clarify questions. There were nine key informants involved. All board members are involved of the in the interviewee. Due to the fact that they knew about the practices, contributions, and challenges in delivering the

services given by the project and associated factor that hindered the service to the Et-500 child development project. Moreover, the researcher used the information gathered from the key informants and FGD's to verify the validity of the data collected.

Before closing the interviewing session, the researcher asked participants to add some points about their experience and feelings of the participation on the process. The researcher visited the participants repeatedly for the purpose of obtaining quality data. Finally, the researcher expressed her gratitude for the devotion, time and energy conveyed by the participants.

B. Focus Group Discussion/FGD

Focus group discussion is a qualitative data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator and serves to solicit participants' attitudes, perceptions, knowledge, experiences, practices, and interaction with different people ((Eeuwijk& Zuzana, 2017).

The first FGD is composed of seven caregivers. The second FGD was composed of five children who were six years and above (they were available at their Saturday tutorial classes that took place in the project's compound). These two focus groups had firsthand information and a better understanding of their problems than anybody else and the overall situations regarding the services provided to them by the organization. The questions that were addressed by focus group discussion method of data collections were, what services are provided to you? Which of the services are you satisfied with? Which services provided to you are in need of improvement? What kinds of problems have you observe in services provided to you? How do you see the contribution of the organization in addressing you and your friends' problems? And other questions by considering their understanding level.

D. Document Review

The researcher had reviewed the organization's official documents such as monthly and annual reports, client intake and evaluation forms, assessment forms, case conferences minutes,

agreements and memorandums documents that the organization had held with Woreda administration and other stakeholders and brochures, pamphlets other official documents.

E. Observation

Observation is one of the tools to generate data. It is employed to enrich the information. Observation was conducted through visiting homes of eight clients of the community-based childcare service along with interviews. Non participant observation was used to get the necessary data. The observation helped to better understand the situation of the children and their families and to cross check with other data collected using the in-depth interview. The researcher took notes of important points for the study during the observation process. This can be achieved by simply being there at the site of service delivery and by visiting their homes, school and tutorial class and as well as presented physically on distributions day of items that was provided by the organization to children and on case conference discussions as well. Observation checklist is prepared and filled during data collection through observation method (attached in the annexes part of this research).

3.8 Data Analysis

The generated data were analyzed following qualitative thematic data analysis procedures which are proposed by Braun and Clarke (2006). The six steps of thematic analysis which is forwarded by Braun and Clarke (2006) are: (a) familiarizing oneself with the data that one has, (b) generating initial codes, (c) looking for themes, (d) reviewing themes, (e) defining and naming themes, and (f) producing the report. Transcription of field data were made after translating the field data into English language since write up of the research report is expected to be done in English Language.

3.9 Data Quality Assurance

Prolonged engagement in the field, use of peer debriefing, triangulation, persistent observation, and member checking, and providing thick description were used as a means of establishing credibility (Guba, 1981; Anney, 2014).

3.10 Ethical Consideration

Data were collected after gaining cooperation letter from School of Social work, Addis Ababa University, Ethiopia and consent of the project head, parents and assent of children. A report of the research finding was done in a manner that respects privacy of research participants. Thus, informed consent and using pseudo name was used to assure research participants' privacy. Data collection was held in a convenient place for research participants.

CHAPTER: FOUR

4. DATA PRESENTATION

Under this chapter, the major findings obtained through different data collection tools from the participants are discussed, presented and analyzed in relation to the research questions.

4.1 Characteristics of respondents

The respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table one below.

Table 1. Demographic Characteristics of Profile of participants of worker

Code Name Given	Position	Gender	Age	Educational Qualification	Experience
Key Informant I	MSC Director	Male	61	MA Degree	27
Key Informant II	Accountant	Female	45	MA Degree	19
Key Informant III	Social Worker	Male	49	BA Degree	17
Key Informant IV	Health officer	Female	39	BA Degree	8
Key Informant V	Sport teacher	Male	31	Diploma	3

Source: In-depth Interviewee, 2019

Table 2. Demographic Characteristics of Project Board Members

Code Name Given	Position	Gender	Age	Educational Qualification
Key Informant I	Chair person	Male	47	MA Degree
Key Informant II	Secretary	Male	55	MA Degree
Key Informant III	Finance	Male	59	BA Degree
Key Informant IV	Member	Male	47	Degree
Key Informant V	Member	Female	57	BA Degree

Source: Key Informant Interview, 2019

Table.3 Demographic Characteristics of Focus Group Discussants (Vulnerable Children)

CodeName Given	Position	Gender	Age	Religion	Educational Qualification
FG1.1	Student	Female	17	Orthodox Christian	Grade 9
FG1.2	Student	Female	16	Only Jesus/ Hawariyat	Grade 9
FG1.3	Student	Male	12	Muslim	Grade 7
FG1.4	Student	Male	14	Orthodox Christian	Grade 8
FG1.5	Student	Male	11	Protestant	Grade 4
FG1.6	Student	Female	13	Orthodox Christian	Grade 6
FG1.7	Student	Female	15	Orthodox Christian	Grade 9

Source: FGD, 2019

Table.4 Demographic Characteristics of Focus Group Discussants (Caregiver)

CodeName Given	Position	Gender	Age	Religion	Educational Qualification
FG1.1	Caregiver (grandmother)	Female	56	Protestant	Grade 4
FG1.2	Caregiver(Neighborhood)	Female	48	Protestant	Grade 6
FG1.3	Caregiver (Mother)	Male	32	Orthodox Christian	Grade 8
FG1.4	Caregiver (grand Mother)	Male	40	Orthodox Christian	Grade 3
FG1.5	Caregiver (Father)	Male	35	Orthodox Christian	Grade 8
FG1.6	Caregiver (Father)	Male	33	Orthodox Christian	Grade 6
FG1.7	Caregiver(Mother)	Female	40	Orthodox Christian	Grade 9

Source: FGD,2019

4.1 Services Provided by ET-500 Child Development Project to Vulnerable Children

The services are included in one or more of the following broad categories such as; food and nutrition provision, cloth, shoe and underwear provision, shelter provision in the form of house rent, house facilities provision, health, counseling and other psychosocial services, educational supports, recreational and sport services. In general, the project exists to help the

children to release them from their spiritual, economic, social and physical deprivation to become enable them to become responsible Christian citizens (Compassion Manual, 2016).

In line with this some FGD, stated that the Et500 child development project provides food and nutrition provision, cloth, shoe, health services, counseling, educational supports, recreational and sport services. Accordingly, some of key informant interviews services provided by the project for vulnerable children have as feature four-components such as spiritual, social-emotional, educational, economic, physical component of all children.

The services provided according to key informant interviews, home based caregiver interviews, focus group discussions and observation are presented and discussed hereunder.

4.1.1 Cognitive component / Educational Supports /

According to key informant interview information, educational support is one of the satisfied services among the services given by the organization. There is provision of educational material like uniforms, stationary material, and reference books as well as tutorial classes, library services to enhance students' academic capacity. Below is the type of educational material support provided to children by the project.

Table5: Educational Support Materials

Items	Frequency of service delivery	Program
School uniforms	1 time	per year
Stationery Materials	1 time	per year
School Bag	1 time	per two years
Reference Book	Mini library	Working hour
Tutorial class	Schedule	

Source: Document (budget, 2019)

One of the interviewees elaborated that to achieve the objective of the organization. All vulnerable children must engage into formal education. The project covers the expense of registration fee, transport expense, and school fee. The support will continue until the children graduate from higher education institute, university, and college, technical and vocational education (TVET). For young children TVET is facilitated in the field of studies in order to make them financially self-reliant and for highly talented children language and computer training are facilitated. Organization is not allowed to support those children who aren't attending in formal education or drop out school. Moreover, all children should attend tutor class that prepared by the project this help them to improve their academic performance (*KII,#3,2019*).

Currently the organization has changed the system of covering expense of school fees for private college student because government pushes parent should participate paying school fee to reduce dependency and helps to encourage the family to share the responsibility to their children. Because of this reason, half of the fee is covered by the project (*KII#4,2019*). In line with the project limit the fees that are learn in private school, in order to work hard to join University. Academically weak children have various training like skill-based handcrafting, waving, sewing the cloth with machine and hand, computer skill, hair dressing and the like. (In depth Interview #3, 2019)

As to the researchers' observation, the project has tutorial class. And also, data obtained from interviewee for university student, the project covers the expense of transport, various types of material like sports material, transport, clothes, linen, blanket school material then continues to pay pocket money 400.00 Birr monthly until they graduate.

Despite, school material and expenses covered by project. school visits also done by project workers have brought unintended psychological influence on the children as to the data obtained from FGD discussants explain that the motive of staff when they conduct school visit is to be know the performance of the children at school, however, some of the children feel inferior when the staff go to visit their schools as their status as a beneficiary of child welfare will be closed in their school. This can be affected academic performance of vulnerable children negatively and psychosocial instability. (*FGD,#4,2019*).

In the care givers FGD discussant and FGD participants of children and key informant's interviewee concluded that on provision of educational support stated here under

“We no longer have stress to fill full their necessary material because of material cover by the project. Not only for my one-registered child rather than for his brother and sister also, sometimes siblings share school supplies. It is obvious to share available resources in families. But the visit has caused psychological problems like feeling of inferiority among students” (Key Informant Interviewee 4;FGD1, 2019).

Regarding the provision of educational material scheme of the project, two contrasting views were emerging from FGD data and Expert interview. According to the parents view, the parent said the project is successful due to the fact that they are getting benefit like school material, stationary materials. On the contrary, the expert view the project successes full due to the fact that the children are not achieving their educational target as expected. The parent assess the achievement of the program based on the benefit they received. whereas, the expert assess the achievement of the program based on the result educational performance. Such problem arises due to the children's inability to attend tutorial class as per expert explanation.

4.1.2 Social Component / Psychosocial support

During the key informant interview the interviewees reported that the organization provide psycho-social support such as counseling and guidance as well as intervention in family issues. In fact, the project has not professional counselors but facilitate. The organization is supposed to work with other institutions to get professional assistance to deliver the psycho social support. The organization strongly believes that clients have psychological needs beyond the psychological necessities (IDI,#5, 2019).

As two project worker and coordinator of the project elaborated, there is love sponsorship, mentorship and coaching in this program. The assumption is love essential than material children's needs love. The organization covers educational, health, recreational and other expense. Care giver might not able to hear, spent time with their child because running to full fill their stomach because of this reason the children need love. The main responsibility of

love sponsorship program is to show love and affection, spent time with the children by hearing and doing other activities. Besides that, it helps to follow the children by creating friendship relation, sharing life experiences about peers' issue like love at their age, how to manage their emotion and love in the right way. *(Key Informant Interview3,2019)*

Based on the data obtained from FGD, the program includes provision of counseling, home visit; invite to home at Holy days. The loving parents are selected from church community. Some of the parents selected by the project staffs are provided with love sponsorship training will be intertwined with their love children.

In contrary, some FGD participants exposed that the existence of limitations in love sponsorship program

Love sponsorships are good but some sponsors are too elder and much time is wasted in providing them with advices. Due to age difference and some of them push in to religious issues. (FGD#7, 2019)

4.1.2.1Recreational Support

According to the find data obtained from key informant interview, the project has recreational support component and it is intended to educate vulnerable children the value of social relationship. One social worker explains:

All children participated in different activities like recreation programs museum visit, camping program, factory visits and other visits according to their age level so as to improve the social relationship and interaction among peers, their families and working staff members'. Such program enables vulnerable children and their parents to create a conducive environment by facilitating open discussions on their life activities and also it is also very wanted and likely by all children in the project *(Key Informant Interview,2.2019,(FGD#7, 2019) .*

4.1.3 Spiritual support

According to the data obtained from an in-depth interview with experts' spiritual service is one major component of the program services of the project. The main objectives of this component are increasing vulnerable children's capacity love each other and create awareness about how to love and give respect for their God families and friends. This is done due to the project assumption that if they have fear and respect of God, they respect human being and love their families and their country.

Some key informants and in-depth interviewee clearly stated that explains how such service is going well:

There is gospel preaching services to beneficiary. Children are attending church services that are found in the compound. The intimacy of the children and project workers are very well. The pastoral role of the project work is well expressed. In spiritual class, children learn the skill of interacting with other person, compassionate manner of interaction, meaning of life, fear of God, mindful for nature, helping, respecting others and love people and loving themselves. (Key Informant Interview with 3,2019) (Key Informant Interview#5, 2019)

Regarding the level of satisfaction obtained from the service, data obtained from Key informant and FGD discussant shows the high satisfaction rate of it.

We are satisfied by the spiritual activities even though the organization is found in the compound of protestant religion and also teach protestant doctrine .Even though we learn fear of God, self-discipline spirituality. In addition to that, we protect from drug addiction, unwanted activities, respect and love others are the major benefits of the service among other things.

Child protection

According to the Key Informant interview held with the project director, one of the objectives of the organization is to provide protection of child from any abusive thing situation by doing advocacy work. The interventions are delivered by family, relatives, teacher, staff, and relatives because children easily abused by those mentioned bodies. In addition to that legal-based procedure is followed to resolve any problems related to sexual harassment. In order to building the capacity of stakeholders, the project gives intensive training on topics like child protection for all stakeholders.

One Key Informants shared the following regarding the organization rule regarding the measures taken for being victim of unwanted pregnancy as follow as:

In case teenage pregnancy happen, she will be dismissed from the project automatically since we follow policy-based principle. A pregnant girl from unplanned pregnancy will be given counseling and follow up outside of the compound as alternative strategy. We recently started a program called Disaster Prevention Program/DPP. Prior-prevention is our preferable strategy (Key Informant Interview,#7,2019).

4.1.4. Income Generating Activities for the Guardian

According to the data that is obtained from parents, the project has Income generating activities for guardians of vulnerable children. One expert shares the idea of IGA as follows:

“IGA program of project encourages the caregiver to participate in IGA so as to ensure financial independence via provision of seed money. Some participants are successful by involving in small trade” (Key Informant interview#6, 2019).

The participants were asked about achievement after they engaged in the income generating activities. One parent who participated in FGD *shared the following* regarding IGA and its impact.

“Before joining this program, some of us used to sell fire wood, and I am the bread winner of the house because my husband was died. It was difficult to take my children to

school. They stay at home. It was difficult for me to feed them. Sometimes they don't eat the whole day. Even if they got what to eat, it is only to fill their stomach. I was not able to change their cloth even in two years. Due to lack of food they are frequently seek. Now my children are attending their school with material. I can supply necessity material by making injera as gained on it" (FGD#4, 2019).

This view was also substantiated partly by another FGD participant as follows:

"My child known is by begging food since income is not sufficient to feed them. My neighbors are tired of contributing money and taking my children to hospital. I was disparate. Thanks to God, from time, I have joined the IGA program in the project on ward. My life and my children life are completely changed. I started my own business that can provide my children with sufficient food." (FGD#2, 2019).

I was hopeless because of different problem I have faced. I was sick and I cannot feed my children. The training and psychosocial support provided by the project helped me to have hope throughout my life. Many people are facing problem, I have been faced previously. I pray for them to be including in this project and challenge their family life. We need more of such type project not only providing food but giving basic business skill training, other and advice to change life. (FGD#1,2019)

4.1.5 Physical Component Support

As data obtained from KII, FGD and IDI vividly shows, even though this component is very wide, it mainly focuses on the health condition of the children. Accordingly, this service entitles all children to visit medical centers in order to have an examination for their health problem and the organization refunds all their expense immediately. The children have a checkup every six month for below 12 ages and above that age per year the screening were done pediatrician. This gives opportunity to detect disease early and also prevent things from worsen. The intention of this additional scheme for screening children is to prevent child life from being more vulnerable to health risks(KII #1, 2019) .On the contrary, some of FGD discussant reveled that there is dalliance of refunding the health expense.

According to the information obtained via (KII4, 2019) the organization works on prevention-based approach and disease-oriented services. As to the sayings of health worker the organization covers medical expenses of its children (vulnerable children are the project are fully funded) and parents live with the HIV virus, children live with grandparent, parent who, mentally sick, bedridden caregiver and chronically sick parents. In addition to provision of medical service for entitled vulnerable children, different trainings have been given to them by the health department like true love wait, youth challenge and opportunity, health education for children and parent and others.

According to the researcher's observation, the project gives health education for vulnerable children and caregivers by health officer. In this respect, the researcher observed that home-based care giving service. As the researcher's observation from interview sessions and physical visit of the service provide to vulnerable children reveals, the projects give health education to their vulnerable children and caregiver though the participant is a smaller number of attendants at the health education schedule.

4.1.5.1 Food and Nutrition support

Data obtained from FGD participants held that reveals the existence of food support. The provision of food material is provided by the project like "teff" (were distributed per 6 month 50 kg), oil (3 liters), flour (20kg), bean (20 kg) for all children. And also, in the discussion session participants revealed that there is a special type of provision of food support for some registered children than all clients. For the above information key informant explain that the provision of additional food support is varying based on each children case. For instance, full orphan child, bedridden parent, child-headed family, mental case and sexually abused children the support given to them is differ from other client. In addition, the child who has critical problem and families living with HIV virus, the project supports additional food and other supports (per child the expenses amount 800 Ethiopian Birr).

The participant from the focus group discussion caregivers confirmed that such complaint. The project provides different types of material and money for some client, such kind of differential treatment leads to understands regarding the fairness of the resource distribution.

The project director gives clarity for the assumption of discrimination for some vulnerable children like child live with HIV/AIDs the project give money in cash, additional food support, and follow up and also not disclosed for other beneficiaries their (HIV positive health case) because to prevent stigma and discrimination.

As some of the participants mentioned, government pushes ban of provision of food to prevent dependency and encourage engaging IGA program. Participants argued that the provision of food support is very significant in the lively hood of the children.

4.1.5.2 Sanitary Material support

According key informant point of view Et-500 project provides sanitary material every month such as soap, hair wax, body lotion, for girls' sanitary pad which are used not only by the children but used by the family as a whole. On the contrary, two of the key informants mentioned that delivery time of the sanitary material was late and always given the same type of soap and Nivea lotion materials. In addition to that, the document review indicated that sanitary materials are provided but the distribution is not continuing throughout the year.

Some of my participants confirmed the above issue:

Some time we are not on time on delivery material because dalliance of check signer they, are volunteer on purchasing process, and load the work on staff and other reason (Key Informant Interview, 2019)

4.1.5.3 Clothes and shoes underwear support

One of the basic necessities of children is clothing. Et-500project offers clothing support twice a year in material. The rationale behind clothing support is providing children with their basic necessities and helping children to involve with their peers. According to an interview of

social worker the organization is providing clothes, shoes and underwear. Following is the list of clothing items provided by the project for vulnerable children.

Table 6: Clothes, Shoes and Underwear Provision

Item	Frequency of service delivery	Program
Clothes	2 times	per year
Shoes	2 times	per year
T-shirt	2 times	per year
Socks, Pant	2 times	per year
School Uniform	Once	per year
Blanket, and linen	1 time	per five year

Source: Source: Store Document (2019)

According to the data obtained from FGD, confirmed that the project provides shoes, cloth and other material per a year or yearly. Even though, the provided the materials were purchased by the interest of the staff rather than choice of the children. One FGD participants explains this like:

“The clothes and shoes were purchased based on the interest of the worker than the children interest. We are not interested in quality and not attractive to wear. We told so many times but nothing change till now. Surprisingly the project provides same type shoes and clothe from the same manufacturer” (FGD, 2019).

According to the two of key informants the project provides various materials to vulnerable children. Specially, parents noticed that provisions of wearing material are crucial decrease stress about their children. Two of the participants from the care giver argued and revealed that;

“In the distribution of shoes, clothes and under wear materials, the quality is very poor and sometime our children feel ashamed to were the same type color distribute to all children by the project because of this we are unsatisfied by the provision of shoes and cloth material.” (Interviewed,2019)

Based on the above discussion the children and caregivers are not satisfied by provision of shoes, cloth and underwear material.

4.2. The Practice Model of the Project

According to the data obtained from project director via in depth interviewee, the project practice model that is employed are holistic approach, community-based approach for service delivery, asset-based community development, strength based, serve the vulnerable children without discrimination, and respect and dignity to all clients.

4.2.1 Strength-based Approach

One of such approaches is strength-based approach; the organization first assesses the strengths of the clients including extended family's strength, sibling's strength, and/or the strength of the community. The organization uses such approaches to tell the immediate caregivers of the vulnerable children what strengths and opportunities they have to economically empower them and use them in advance.

4.2.2 Holistic Assessment

The other approach that is highly employed in the organization in need assessment is a holistic approach (assessing the vulnerable children for basic needs and bio-psychosocial needs).

According to (*Interview#3,2019*), the health officer told the researcher that this holistic approach is conducted in the screening phase of the intervention procedure in collaboration with health supervisory team and this team assesses the health status of the vulnerable children. The health team's assessment is complemented with case facilitator's assessment for any other issues other than the health and nutrition. Immediately after the assessment result is announced by these teams, Et500 child development acts up on the issue to give them the needed services (IDI4, 2019). In serving the vulnerable children another approach called equity of service provision comes.

4.2.3 Family and Community-based Approaches

Family-based approach is an approach in which integrating client cases with his/her family. As (*Interview #2,2019*), explain this, the organization follows the principle of integrating individual cases of orphans and vulnerable children with family such as one of their parents, siblings, extended families or relatives and the community. Community-based approach these approaches integrate individual case of the orphan with community around him/her (*Interview #1,2019*),(*Interview#6,2019*).

The organization uses both family and community-based approaches to share the responsibilities on the process of wellbeing of the vulnerable children with families and/or the community around him/her. This was supported by (*Interview #5,2019*).The community takes the responsibility of care and protection of the vulnerable children when care givers are not there with them especially for double orphans.

The organization follows the principle of integrating individual cases of vulnerable children with their family. Even in the project support provided by the organization share to their brother and sisters. The provision is considering the family setting (Key Informant Interview#6,2019).

4.2.4 ABCD Approach: Asset Based Community Development

Participants added that, we also employee ABCD approach of social work principle to serve our clients in that we try to assess the asset of the client and the community around him/her. This approach is specially applied in client's economic empowerment process to make him/her economically self-sufficient (*Interview#6,2019*).

4.2.5 Wrap Round Approach

The last but not the least approach that is just begun in the organization is Wrap Round Approach. This approach makes all vulnerable children to have a 6-hour direct contact per week

with the organization which makes the services provided to the vulnerable children to be integrated with other stakeholders including the schools they learn.

The project has its own structure and system to address organizational objective these are core contact (curriculum class), Extra-curricular (like different clubs, service opportunity writing letter), Individual attention by those systems the project achieves the objectives. (Key informant Interview, 2019)

The last but not the least approach that is just begun in the organization is Wrap Round Approach. This approach makes all vulnerable children have 6 hours contact per week with the project by doing different activities, which makes the services provided to the vulnerable children to be integrated with organizational objective.

4.3 Services Provided by Et-500 project to the vulnerable children

The intervention practices by Et-500 project to vulnerable children have contributed to reduction of poverty of multiple problems of children but the services are inadequate. During an FGD, intervention practices benefits to children both children and guardians have identified and reported that among all such services that are being provided in the Et500 project related to food and nutrition provision, education and health services, spirituality are the first four benefits of children from intervention practices.

4.3.1 Food and Nutrition support

This study showed that the Et500 project is highly involved in four-component food and nutrition provisions to avoid food and malnutrition problems Education, Spiritual and Mental. According to tow of my respondents confirmed that this achievement of the organization that there are a lot of services provided by the organization and among them, the ones satisfactorily provided include provision of balanced food for severely hurt children. But in general, the provision of food material for the children is not enough. The provision of food is not enough because share family members and the amount food are also not enough given by project service.

In addition to the accountant of the project noticed that about the food support is really decrease time to time in amount because of circular letters from government in the reason to avoid dependence. The fund systematically should be shift to income-generating activities the beneficiary should become self-sufficient. This letter is not included full orphan children.

4.3.2 Educational Support

On services of the Et-500project provides educational supporting materials like school uniforms, stationery materials including bags and different types of books. And also provide tutorial classes and follow up system. This is done through the committee and the committee works jointly with children. They visited school regularly to identify outstanding students and give the opportunity of learning computer and language for such children. The Interviewee also told that to the researcher that for clever children the project gives different kinds of awards and also gives a chance to visit different places.

Information gathered from staff through key informant interview shows that the children, who cannot join university, have an opportunity to attend vocational trainings by joining TVET training program and such intervention ensures children's right to basic education as well.

Furthermore, for question Et-500 project intervention practices benefits to children' one of the children during the focused group discussion said, we are benefited from the intervention practices for education supports especially the tutorial classes and borrowing supplementary books from the project. Therefore, the education support given for the children are one of the benefits that children are getting from Et-500 project.

4.3.3 Health support

In this component children have benefited and got the health services opportunity after getting assessed for the services. A health worker said:

Beneficiaries participate on physical exercise programs that help them build their body and keep their healthiness, material support is given for children regularly, general medical examination services provided, health education and for children & their parents. (Key Informant Interview, #1, 2019)

In addition to that, project health worker stated that in case the death accident if happen in children's family especially the children lost their parent with death the project cover expense of the funeral ceremony and also facilitate foster care. In the case of teen pregnancy if happen the children leave the project and the project fills unplanned exit because of the teen pregnancy cannot stay in the project this is the rule of the organization.

4.3.4 Economic Empowerment of Caretakers (Mother/father/other relatives)

A key informant explained that the project is implementing IGA program to involve caretakers in different economic activities to make them economically self-sufficient. The project has a policy each parent or caretaker encouraged to engage in IGA activities to enable them to become economically self-sufficient for their family.

4.4. Values and principles in the intervention practice

Any organization has its own service delivery values, principles and intervention practices that it keeps in its mind when serving its service audience. Et500 child development project as a service provider has its own values and its intervention procedures according to key informants, focus group discussion results are discussed here under.

4.4.1. Timely delivery

Timely delivery is the core value of Et500 child development project health supervisors of the vulnerable children. Immediately after a case is reported from a relative or anybody bringing the children, they repeatedly assess the vulnerable children for the need of the service of the OVC. And then they give the task related to the services category; for instance, if it is a health related issue, they give it to the health supervisors and the health supervisors assesses the OVC for

which type of the services s/he needs more and timely act up on it accordingly (Key Informant #5, 2019).

4.4.2. The Case Managements and Case Conferences System

According to key informant (#3, 2019) there is a clear process of serving the vulnerable children. The process used is a well-known social worker management system called the case managements system. In this type of management every staff is individually or in group assigned to each case and supposes to follow up. This is the core value and principle followed in the provision of the services to the vulnerable children

The organization use a system called case conference, which is a type of session where all concerned staff are participate and discuss based on the presented client case and his/her need assessment result by project director. After valuable discussions have held, finally the participants come to consensus on needed services of a client.

4.4.3. No Active Recruitment

One of the core principles followed according to (IDI, 2019) is that there is no such a thing called active recruitment in the organization for serving its purpose. This means the “to be served vulnerable children” or any other groups to be served of the organization themselves have to come to the organization seeking the type of service they need and ask for it. The organization does not allow to engage in the program because it has own criteria and time by its own.

The key informant #1,2019). The selection process was done by cooperating *woreda* followed by the organization the required no, of children or quota has define by main office Compassion International Ethiopia, rather than any Et500 child development program hasn’t mandate to register children at all

4.4.4. Equity Distribution of Resources

According to (IDI #4, 2019) the values mostly employed and displayed in the front door and serving areas of Et500 child development project have equal distribution of resources for the

clients. Fair provision of resources including the material supports. The project serves, the educational assistances, school fees, health related services, and our staffs and care givers are all outsourced to the clients in a very fair and equitable way. By fair and equity, they mean it is based on the need priority and urgency of the problem.

This idea is strengthened by (Key informant #3, 2019) equity service provision approach is an approach followed by the organization to give an optimized service to the vulnerable children only as per their need. Thus, according to need assessment that has done to the client among the nine services that are available in the organization only necessary needs/services are given to the clients by referring his/her need assessment results. This was supported by (key informant #1, 2019) that health related services and nutrition related services are provided only as per the health status of the child or nutritional assessment of the child.

4.4.5. Respect and Dignity to All Our Clients

The other value we also most value is promising and keeping the respect and dignity of our clients. We are very much good in respecting the dignity of our clients without considering any social criteria including religion, race and other social status.

4.4.6 Religious affiliation to Christianity

Based on, director interviewee the main agenda of the organization is at the end will see the children Christian adult. In every activity the children learn bible, pray attend choir and spiritual activities one of the main obligations of the project. This idea supported by FGD discussant of care giver in every session of meeting they learn bible, pray attend spiritual service. In addition to that in document review the researcher found that “Releasing children from poverty in Jesus’ name.

4.5. Identified Challenges of ET-500 project

Inflation, shortage of human resource, dependency on the side of beneficiaries, lack of awareness on attitudes of the beneficiary, and overlapping of services as well as absence of

disaster prevention program are mentioned as key challenges of the project. Following are explanations regarding the challenges of the projects.

4.5.1 Late Delivery of Medications for Needed children

FGD held with children revealed that the existence of late delivery of medical services for vulnerable children.

They are dissatisfied with the services given by the project especially clothing and tutorial classes are not given in a continual manner. However, there is health related problem that the project buys pharmaceutical medicines being late to reach to the patient children. By this they mean that the medicines are bought by the staffs of the Et-500 child development project and they get it late; (FGD#1,2019).

4.5.2 Dependency Attitude of Beneficiary

Beneficiaries are not fully participated in different educational training and various club activities which help the children to develop their capacity. The children and their parent's attitudes are just to take material. This makes difficult for the effectiveness of the project and also to achieve its objectives.

4.5.3 Inadequate Time on Basic Support Program

According FGD discussant pointed out that the time frame of direct support program which is to late is too short to make them self-sufficient and to generate their own income in the IGA program. In addition, they point out that, even though they are integrated in the IGA program, the seed money is 1000.00 ETB reach for person who makes them incapable of generating income and they generally involve on similar business activities

4.5.4 Psychosocial Related Challenges

Provision of psychosocial support is a key challenge to caretakers and it fraught with complex issues. First, unlike physical needs such as food, clothing or medical care, it is difficult

to diagnose even at personal level. At household level, psychosocial symptoms for vulnerable children are less likely to be recognized and acknowledged and they are more likely to be isolated with their problems, without easy access to anyone who can help them find solutions or relief. Even when the needs are identified, there is a dearth of skills both in households and in the project to address them. Children live with HIV/AIDS who are known their status, they require psychological and emotional support, without disclosing for other vulnerable children manage illness, stigma and discrimination.

In this regard, psychosocial service, Et500 child development project has faced a big challenge and the current service that it provides is not well adequate as compare to sever psychosocial problems of children(Key informant #2, 2019).

4.5.5 Attitude of vulnerable Children and Parents towards NGOs

As to the Key Informant Interview, the major challenges faced by ECCMSC in the study are the attitude of the community towards the NGO. They expect and want to receive cash rather thanan entity. Sometimes they do not want to hear about the project rules and regulations and because of this they don't want to attend different type education, tutor and training. To justify this point, a lot of beneficiaries were pointed out that (IDI#2,2019):

They are less interested in receiving education, tutorial and attending in the club activities and trainings. But little number of beneficiarieswas eager to attend tutorial classes and trainings. Sometimes children and parents came to the project compound to get relief and play with peer because the compound is suitable for children (KI#6,2019).

Key informant #5, 2019also mentioned that there is a challenge in the perspective of the clients saying the following to support this idea. The clients have some perspective issues. When they come to the organization, they came only for receiving a service which is immediate in its outcomes. They are interested in receiving cash instead of services that enhance and empower them economically and help them to be independent. One of such services that is given to the clients an economic empowerment based on strength base approach through a process of

IGA. Most of FGD discussant stated that venerable children are feel free when they came to the project office and the relationship between the staff and the children are like a family and even they share personal and family secretes as well.

CHAPTER: FIVE

5. Discussion, Conclusion and Social Worker Implication

5.1Introduction

This chapter presents the discussion of key findings in line with the stated research objectives of the study.

5.2 Discussion

According to the data obtained from FGD and KII, the project has various service components for its clients. The project involving on four major service components which include food and nutrition provision, clothing, shelter and care, health services, educational supports, counseling and psychosocial services and family economic strengthen through its IGA. In line with the 2009 Ethiopian Alternative care guideline stipulated for community based child care proposed that seven core area of service for vulnerable children. The guideline states the following regarding the responsibility of a particular community based child care service provider.

A particular community based child care NGO has to provide the following services for its clients. These are Shelter; Supplementary food nutritional assistance, Academic and/or vocational education, care and affection, health care and counseling, play and recreation and special care and attention for children with disabilities (Ethiopian Ministry of Women, 2009 Alternative child care Guideline).

The study found that non-state actors will step in when family and government have failed to serve the needy population of a particular society. As to the researcher's best knowledge such finding is confirmed by the study of Suharko (2007).

Lewis, (2007) stated that NGOs implementer role is defined as the mobilization of resources to provide goods and services as a part of its own or donor agencies or government project or program (Health care, education, legal advice, emergency relief, etc.).Service delivery

is perhaps the most observable and visible role as NGOs attempt to provide goods and services that are needed and available. NGOs also provide services such as training and research to other NGOs, government and private sector.

Regarding the role played by NGOs in addressing the needs of vulnerable children, research evidence shows that the crucial role of these humanitarian organizations. The current study also confirms this.

Its contribution can be perceived as significant in developmental process in developing nations like Ethiopia in the development of classroom materials, long-term relationships in ongoing community-projects, and general fundraising initiatives (Blackburn, 1998) like limited human resource project duplication, discontinuation of project activities or deliverables ,high inflation ,poor selection screening criteria, ineffective budget utilization of the project were found to be associated factors as secondary outcome. A comprehensive study conducted on NGO provision and basic education (Rose, 2007) shows that NGOs play a key role in supporting education delivery for the excluded, thus pointing to the reality of educational exclusion (Torres, 2001;Charlick, 2005; Mfum-Mensah, 2003).

Also, it was reported in some study that poverty reduction and role played by charitable organization was found to have a great impact on the government strategy for poverty reduction this study took place in the context of a full Poverty Reduction Strategy Paper (PRSP).

A study done By Getnetet.al.,2013 reveals that the distribution of agencies by type of service they provide suggests alignment with the principle of continuum of care, which emphasizes the availability of services preventing unnecessary separation of children and placing children in familial environments as much as possible. The above finding is in line with the current finding i.e., Et-500 project is delivering compressive services for vulnerable children and works for family strengthening which thereby prevents family child separation.

From the study, it has been proved that the projectis trying its best to play a major role in the education sector along with the government to reduce the illiteracy from the country and to

convert huge manpower into human resource. This finding goes with in the line what Rashid has found in Bangladesh in 2007.

The study shows that the existence of knowledge gap among parents regarding positive child rearing practice despite the expected role of the project to address such limitation. Child-care agencies are expected to undertake education and awareness rising in the community on issues of child rights and child-related laws to ensure the overall safety and well-being of children (Getenet et al, 2013).

In socio-emotion component the study showed that the project helps to embed their emotion and self-esteem is considered to be one of the most important pillars of healthy personality development for children. Feeling accepted or included by others leads to high self-esteem, whereas feeling rejected or excluded by others leads to low self-esteem (Harter, 1999).

Based on the study, the project has a great role in construction of parent and child attachment especially in educational part. This finding is supported by Shearin (2007) found that children perceived loved, supported and encouraged by their caregivers more likely work hard on their academic achievement and positive interaction with in kinship Care family environment determine children successes in their school activities.

The study showed that the project works on parents intensively on such like keeping personal hygiene, parenting, family planning, child protection this helps for the children to growth interactively and friendly. This finding is supported by Ecology theory; Ecology of human development ties together all aspects of human development (Brendtro, 2006).

This theory looks at the child's development within the context of the system of relationship that forms with his/her environment. The interaction between factors the child's biology his/her immediate family, community environment and the societal landscape increases his/her development. To study a child's development, we must look at not only the child and his/her environment but also the interaction with the larger environment as well (Ryan, 2001).

As the study reveals, Et-500 project activities focus on spiritual activities by giving moral education to respect and love each other and others too. The intention of the project in this aspect is evidence-based nurturing of young children's spiritual development is argued to be of the highest and most significant importance with many claiming that if young children's spirituality is not intentionally nurtured it will fade and be lost (Crompton, 1998; Eade, 2003).

In the context of early childhood, many advocates that the starting point for religious education for young children should begin with, and seeks to develop, their spirituality ahead of a more formal religious education (Hyde, 2007; Liddy, 2007; Nye & Hay, 1996).

The focusing center of the project is child development even if the projects believe that strengthen family income improves children's life. The difference between the programs that gave earnings supplements (and therefore increased incomes) and the programs that had mandatory work requirements (boosting employment without increasing income) are noticeable. This suggests a strong link between increased income and child outcomes, suggesting in turn that policy should focus on financial incentives rather than work requirements alone. These experimental interventions offer powerful evidence that income has sizeable effects on attainment for those aged under 6 and (statistically significant) income effects of similar magnitude but less clear for teenagers, whereas work without income gains has no, or slightly negative, effects on children's educational attainment. However, this evidence is limited to small income gains for low-income lone-parent families and it is not clear how this would translate to wider populations, (Duncan & Chase-Lansdale 2001).

The study showed that participant consistently noted that there is mismatch between demands for the services which were given by Et-500 project. All respondents concurred that the support they are receiving is very minimal and is not enough to change the life of child in meaningful way.

In addition to that, the study showed that the project also works on the spiritual life of the vulnerable children and their parents in the schedule program addresses their spirituality. The research also strengthens the works of the project, Bradford links his first aspect, human spirituality to the United Nations Convention on the Rights of the child (United Nations, 1989)

summarizing the spiritual rights as set out in the document, love and affection: security and serenity: new experience and wonder: encouragement and support: and responsibility and participation(United Nations. 1989). `

The study shows the existence of inadequacy to address the psychosocial needs of vulnerable children due to lack of professional counselors and inadequacy of social workers.

As the study revealed Et-500 project has child protection consent for youth, caregivers and staff, volunteer, stakeholder of the organization to prevent abuse made by their families and relatives in most cases. Family have a key role in ensuring children having a good childhood. Children indicated that they need love, support, encouragement and guidance from their families. Children valued doing things together as a family and having fun (Kalil, 2003, Adams, 2009). In line with Et-500 project focused on child protection training and refreshment training were been give stakeholder.

The study vividly indicates the existence of IGA scheme to strengthen family's economy of vulnerable children. This finding goes in line with what ACF (2009) indicated that; in such situations, income generating activities help vulnerable communities by generate income to address their basic livelihood needs in a sustainable manner. In addition, they contribute to improving the economic situation of the household through increased purchasing power (ACF, 2009). Generally, NGOs role in development is related to difficulties encountered by government development interventions in rural and urban areas in initiation of income generating activities and provision of services such as health, water and sanitary material (Matenga, 2001).

5.3 Conclusion

As the study reveals various services have been provided by the project for vulnerable children. With regard to the health component, children have better access to health facilities and proper medical care. It also concluded that the health intervention implemented by the Et-500 project targeting the children is good in accessing medical provision, peer counseling, training, and house renovation.

When we see the education component of the program, it has positive impact on the educational achievement of children. It deduced that children in the program had more regular school attendance. The education intervention had given the vulnerable children more hope in life. They thought their education would benefit them towards their future.

Pertaining to the spiritual aspect of the project, it is concluded that the spiritual service helps the children to have better relationships with each other, God and people around them. Even though, in spiritual component the organization imposes systematically religious affiliation to protestant believers.

5.4 Recommendation

The study recommended that the selection criteria should be given due considerations to involve the beneficiaries of the project in order to make it fair. Hence, various stakeholders like community elders, kebele administrators and staff of the project should take part in screening vulnerable children for service so as to make the service fair and responsive to the needs of the vulnerable segment of the study area.

One of the major constraints that affect the project operation is efficient budget utilization, limited number of staff. Therefore, the project needs to use its budget effectively by hiring excellent expert on it and adequate staff should be recruited to delivery its service for its clients properly.

The study recommended overlapping NGOs project in the vicinity need to be investigated and needs policy revision. And the program is an important parameter of the project for the protection and welfare of girl beneficiaries and programs like Disaster Prevention Program/DPP should be encouraged.

The study recommends the concerned government bodies should regulate and supervise related project activities/deliverables to avoid project duplication/methodology and overlapping of project and should design an effective system that helps them harmonizing implementation,

reporting, etc. Moreover, the Et-500 child development project has to shift from the conventional needs-based approach to the asset-based community development in order to bring a sustainable impact on the lives of its beneficiaries. The project needs to identify the resource and capacities of the beneficiaries rather than emphasizing on their problems. The project needs to minimize the tendency of long-term support so as to reduce dependency of the beneficiaries on the program. This has to be done by using its IGA program.

The last but not the list the organization should help individual vulnerable children without imposing religious affiliation rather because any vulnerable children have right to get basic needed services.

5.5 Implication of the study

5.5.1 Implication for Social Work Education

Et500 child development project is delivering various services for its clients. But the services have some limitations as it is indicated in the study. Social work educators can provide training on the issue of service management for the staff of the project. Again, children's academic performance is found to be low as compared with their counter parts due to the existence of mentorship problem and tutorial class. Social workers can play the role of community educator so as to raise community members' awareness regarding the role of education for vulnerable children. Above all, curriculum can be developed to mentor children in order to enhance their school performance.

5.5.2 Implications for Policy/ Program

The study found that the existence of service duplication and resource mismanagement. Social workers can play the role of policy advocate in order to regulate such service wastage and management resources properly. In selection criteria, the project policy, it should be re adjusted to include the exclusion of disable children. Hence, social workers can advocate for the inclusion of children with disability in the project and can assist the project in the re formulation of its policy for its clients.

5.5.3. Implications for Social work Practice

Working with vulnerable children is a concern of social work profession. For those types of organization, which need skilled professional interventions, counselors are compulsory in order to assist children and their family in developing their skills and knowledge by focusing on their strength part through strength-based approach. As the study clearly indicated, the project has shortage of professionals like counselor/ social workers, social workers can be recruited as a voluntary so as to provide evidence-based service and address the needs of the project's clients. Hence, the project can address its shortage of skilled human power by signing a memorandum of understanding with Addis Ababa University, School of social work and other stakeholders.

5.5.4 Implication for Research

The study reveals that the importance of doing impact assessment on the status of delivering various services for the project's client. Hence, further comprehensive research is needed to examine the role played by the organization so as to reshape its services. Services in which the project has not reach well and in what ways it improves the services. In this case, social workers can serve as a researcher to assess the impact that the project has brought in the lives of its client.

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Annexes I

Informed Consent

Addis Ababa University College of Social Science Department of social work

Introduction

This questionnaire is designed to collect information Role and providing care for vulnerable children in Addis Ababa, in the case of ET-500 child development project. Above all want to express my deepest gratitude for your cooperation in filling this questionnaire with the information that I need from you. Since the purpose of this questionnaire is for the sake of study, I promise you that it will not result any harmful consequence on you and your job or service at all. For this purpose, omission of the name of the respondent and the issue of keeping confidentiality is strongly considered. Children who are being served by Et-500 project child development project you are kindly requested to answer to the following.

A. Interview with Et-500 project Staff and Care giver

Part: I: Personal Information

- 1) Age: _____
- 2) Sex: _____
- 3) Educational status _____
- 4) Your position in the organization _____
- 5) Related Experience _____

Part II : Main Questions

1. What are the services being provided by Et-500 child development project to children? Probe
2. The services provided by Et-500 which are satisfactorily and/or non-satisfactorily provided to the children? and why?
3. What are the principle, value, intervention approach used in the project?

4. What are your views towards the services provided to vulnerable children?
5. What type of effect have you noticed on your academic on achievement on educational material given to you by the project?
6. How do you see the contribution of Et-500 project is in addressing the problems of vulnerable children?(Probe: in what way it is contributing; what are the manifestations of its contribution; any measurement for its contribution?)
8. on your observation through providing services, what are the major challenges faced by the project?
9. What are the factors that affect these Services or any challenge?
10. What are your recommendations to improve the services towards vulnerable children and their parent?

B. In-depth Interview Questions project worker

Part II: Main Questions

1. What are the criteria to select vulnerable children to be included in the program?
2. What practice models are employed to deliver the services to beneficiary? (probe: how you identify the vulnerable children, how you communicate with them, procedures and guidelines to follow; assessment, care plan, intervention, evaluation, completion /
3. What type principles that you are using as a base line for your services towards vulnerable children and their family?
4. How do you see the contribution of Et500 project is in addressing the problems of children?(Probe: in what way it is contributing; what are the manifestations of its contribution; any measurement for its contribution?)
5. In providing your services for beneficiary, do you have any system for integrated your services with Community Coalition/ sharing the responsibilities with focused community?
6. What are the major challenges faced by the service provider, Et500 project in serving the vulnerable children?
7. What are the policies related challenges faced by the service provider Et500project in serving the beneficiary?
8. Need of training and capacity building

- 9.. What other challenges you want to add?
10. What is your suggestion to alleviate the challenges on the way of solving the problems?
11. What are your recommendations for better improvements of the services towards vulnerable children?
13. How do you explain the Successes or achievements of the services towards vulnerable Children?

AnnexesII

SECTION TWO: INTERVIEW GUIDE

2. (Part-2) For project director)

Part II: Main Questions

- 1.What are selection criteria to engage the project?
3. What is the objective of the project?
4. How many children are being served by the project?
5. What type support the projects provide to beneficiaries? Explain briefly
6. Do you improve as you us you want plan the poor children life explain briefly
8. What is the response of project the children in academic will fail to perform ?
9. What are you doing the children pregnancy if happen?
10. What are to you doing the children engage in criminal activities?
11. What is the project plan when children complete the program?
- 12 Explain about the project achievement on the addressing poor children problem?
13. Do you achieve your plan explain or share any success story?
14. *Regarding* to develop child with parent relationship?
15. what are the challenge of the project?
16. Finally, any suggestion idea?
17. How do you prevent dependency aid?

AnnexIII

SECTION -THREE INTERVIEW GUIDE

Part -I) For project Board member

1. what type service the project provides (Prob)
2. What is your responsible for the project activates?
3. Do you take any training from the projects that help you perform your responsibilities?
4. What is the importance of your participation in all project activities? Explain detail
5. What type support the project provide to beneficiaries Explain briefly?
6. In what way the address in the physical cognitive, spiritual, socio-emotion component of the children,?
7. What is your opinion towards the project 's role in improving the living standards of the beneficiary? Explain
8. What are the challenges of the project
9. How do you prevent dependency aid?
10. What is the project plan when children complete the program
11. .If you have any additional comment or suggestion

Key informant

Part II: Main Questions

1. What are the criteria to select a child to be included in the service?
2. What practice models are employed to deliver the services to vulnerable Children? (probe: how you identify the vulnerable Children, how you communicate with them, procedures and guidelines to follow; assessment, care plan, intervention, evaluation, completion / service termination with a case etc.)
3. What values and principles are used in the provision of the services given to vulnerable Children?
(probe: Organizational values, principles to be followed, values and principles that make your organization unique from others).

4. What scientific/social work principles that you are using as a base line for your services to wards vulnerable Children?
5. How do you see the contribution of Et500 project is in addressing the problems of vulnerable Children (Probe: in what way it is contributing; what are the manifestations of its contribution; any measurement for its contribution?)
6. In providing your services for vulnerable Children, do you have any system for integrated your services with Community Coalition/ sharing the responsibilities with focused community?
7. How much you work on awareness creation to your focused community regarding vulnerable Children?
8. What are the major challenges faced by the service provider, Et500 project in serving the vulnerable Children? / What are the factors that affect the Service?
9. What are the policy related challenges faced by the service provider Et500 project in serving the vulnerable Children?
10. Do you have legal constraints to provide these services? Please explain?
11. Do you have financial constraints to provide these services? Please explain?
12. What are the socio-economic problems hindering the service provider, Et500 project?
13. Do you have shortage of skilled human resource? Especially on trained Social Workers? Describe the situation, please. Tell me about the use of social work profession in the organization?
14. What other challenges you want to add?
15. What do you suggest in eradicating the challenges on the way of solving the problems?
16. What are your recommendations for better improvements of the services towards vulnerable Children?

C. Focused Group Discussion questions

Focus Group 1- parent or caregiver (7 group members)

1. Focus Group 2- children above 10 years (7 group members)

1. Main Points of Discussions for Focus Group 1- parent or relatives of the registered children(7 group members)
 - 1) What services are provided to your child? Describe them?

Nutrition, Clothes, educational material support , recreational and sport Facilities, Social Protection Services.

- 2) Which services provided are satisfactory for your child? Explain?
- 3) Which services provided to you needed further improvement? Explain?
- 4) What kinds of problems have you observed in providing services to your child?
- 5) How do you explain the contribution of the organization in addressing your child problems?
- 6) Can you mention some of them?
- 7) Any suggestion?

2. Main Points of Discussions for Focus Group 2-Registered children in the project stayed above 10 years (7 group members)

- 1.What type services are provided to you? Prob Nutrition, Clothes, educational material support, , recreational and sport Facilities, Social Protection Services.
2. Which services provided is satisfactory for you? Describe.
3. Which services provided to you are in need of improvement?
4. What kinds of problems have you observe in providing services to you?
5. How do you see the contribution of the organization in addressing yours and your friends' problems?
6. Can you mention some of them?
7. What additional things you want to add on behalf of your friends, that is, what other things you heard from your friends regarding services that provided to you and that you didn't mention yet?