Emergency Initiative in favour of Vulnerable Populations to Tackle the Root Causes of Irregular Migration in Habro, Daro Labu and Mieso Woredas of the West Hararghe Zone

Declaration of Intents
For
The Implementation of an Action Plan to Contrast Irregular Migration in West Hararghe

Signed Among Representatives of:

Comitato Internazionale per lo Sviluppo dei Popoli (CISP)
Education Woreda Office (Mieso, Habro and Daro Labu),
Education Zona Office,
Labour and Social Affair Woreda Office (Mieso, Habro and Daro Labu),
Labour and Social Affairs Zona Office,
Justice Woreda Office (Mieso, Habro and Daro Labu),
Justice Zona Office,
Micro and Small Enterprise Woreda Office (Mieso, Habro and Daro Labu),
Micro and Small Enterprise Zona Office
Woreda Administration Office (Mieso, Habro and Daro Labu),
Iddir Representatives (Mieso, Habro and Daro Labu),
Religious leaders (Christian and Muslim) of Mieso, Habro and Daro Labu Woredas,

Directors of the high schools of Mieso, Habro and Daro Labu Woredas,
Students Representatives of the high schools of Mieso, Habro and Daro Labu Woredas.

22, February 2017
Chiro
1. Background information

West Hararge is one of the areas in Ethiopia where large number of people migrate out of the country in an illegally manner. According to data obtained from the West Hararge Zone Labour and Social Affairs in the period July 2014 to June 2015, a total of 851 people (658 male and 193 females) have illegally migrated. Furthermore, in the period July 2015 to June 2016, a total of 2,659 people (2,176 male and 483 females) have illegally migrated. On the other hand, during Arab Countries political crisis, a total of 3,024 (2,304 males and 720 females) have returned to the zone.

West Hararge has over 2 million populations and majority of them (90%) are living in rural areas. The livelihood of the rural communities is depending on agricultural production and pastoralism. The rapid population growth also has significantly increased the pressure on arable land and the effect of this is manifested on disintegrated farming system and shrinkage of farm plots. Following, the population pressure, the average land holding of the farmers became lower and lower from time to time, reach to the current level of less than 0.5 Hectare per household. The experience of the rural communities in non-farming activities is minimal, and any such experience was largely limited to petty trading. The predominantly agriculture-based livelihood and production system has allowed very limited exposure to non-farming activities. For most of the people, it has been very difficult to engage in non-farming activities mainly because of lack of experience and skill. With the absence of non-agriculture practices to learn from, the majority of rural people cannot envision trying other activities as alternative income generating opportunities. These are among the factors triggering men and women youngsters of the zone population to leave the area and moving to urban areas internally and outside of the country in search of better life. Most of these people are migrating out of the country illegally through different routes.

Therefore, understanding the situations that make the youths of West Hararge pulling to and pushing out of the country, the project is designed to address the major problems stated above and to assess other root causes of illegal migration. The project activities were designed to address economic and social problems of youngsters at risk of migration in such a way that create job opportunities, awareness raising, social integration and facilitation access to basic services.

As the economic problems, lack of awareness about impact of illegal migration and lack of opportunity of the affected youngsters are deep rooted, the intervention demands involvement of all stakeholders found in the zone. According to the West Hararge Zone Labour and Social Affairs Office, the Ethiopian Government is strongly committed to face the problem of migration flows.
through a participative approach. Thus, by this project CISP has promoted a social discussion forum/dialogue among various groups of interest particularly aimed to bring together all involved sectors to a common sense of shared responsibility.

II. Forum Methodology and Goals

The community forum gathers the stakeholders, the governmental partners and the beneficiaries of the project. The forum represented a concrete platform to elaborate a shared consideration about irregular migration flows in West Hararghe. The aims of the community forum were threefold:

1. Assess the effectiveness of the project intervention strategy, proposing new activities for further intervention
2. Evaluate research’s findings, through the sharing of ideas, interpretations, perception and knowledges related with irregular migration in West Hararghe
3. Elaborate a concrete action plan to mitigate irregular migration in West Hararghe

The three session of the forum have been strictly intertwined. Each session offered new input for the furthers.

1. The First Session focused on the recognition of forum participants’ perception, ideas and knowledges on Irregular Migration. This recognition offered a broader portrait of Irregular Migration in West Hararghe, supporting both project’s implementation and the academic research. Moreover, during the first session of the forum the research proposal was presented by the researcher of Oda Bale University, receiving feedbacks and comments by forum participants.

2. The Second Session focused on the elaboration of a concrete action plan to mitigate Irregular Migration. The participants individuated different proposals of action related with various sector (educational, governmental, private, community). Moreover, the preliminary findings of the research were presented.

The Third Session of the forum offered a final evaluation of the research’s findings and project’s activities. In this session participant are expected to discuss, elaborate and agree three different document: a) an evaluation of the project activities, b) an evaluation of the research findings, c) a concrete action plan to be developed after the end of CISP intervention.
This strategy allowed a broader participation of all West Hararghe Actors, stimulating a bottom up approach in problem solving and increasing social cohesion in the community. During the three session of the forum questionnaires has been submitted. These questionnaires offer data about the evaluation of the project and they strengthen the information about irregular migration in West Hararghe.

III. The Action Plan

The forum’s participants elaborated an action plan to be implemented after the end of the present intervention. This strategy shares responsibility in contrasting irregular migration among West Hararghe community, increasing the sustainability of the intervention. The Action Plan constitutes an integral part of this declaration of intents, it identifies ten activities to be implemented by forum participants. These activities follow carefully the recommendations addressed to the present intervention. The main idea behind this action plan is to empower West Hararghe actors improving their social cohesion and stimulating the best practices emerged during the implementation of the current intervention. The following session illustrates the moral responsibilities that all the parts involved in this declaration of intents will accomplish, in order to implement the Action Plan.
IV. Guiding Principles

Article 1

The declaration of intents involves thirty-three parts:

1) CISP;
2) Education Woreda Office Mieso;
3) Education Woreda Office Habro;
4) Education Woreda Office Daro Labu;
5) Education Zona Office;
6) Labour and Social Affair Woreda Office Mieso;
7) Labour and Social Affair Woreda Office Habro;
8) Labour and Social Affair Woreda Office Daro Labu;
9) Labour and Social Affairs Zona Office;
10) Justice Woreda Office Mieso;
11) Justice Woreda Office Habro;
12) Justice Woreda Office Daro Labu;
13) Justice Zona Office;
14) Woreda Administration Office Mieso;
15) Woreda Administration Office Habro;
16) Woreda Administration Office Daro Labu;
17) Iddir Representative Mieso;
18) Iddir Representative Habro;
19) Iddir Representative Daro Labu;
20) Religious leaders (Christian) of Mieso Woredas;
21) Religious leaders (Christian) of Habro Woredas;
22) Religious leaders (Christian) of Daro Labu Woredas;
23) Religious leaders (Muslim) of Mieso Woredas;
24) Religious leaders (Muslim) of Habro Woredas;
25) Religious leaders (Muslim) of Daro Labu Woredas;
26) Director of Mieso high school;
27) Director of Gelemso high school;
28) Director of Mechaara high school;
29) Students Representative of Mieso high school;
30) Students Representative of Gelemso high school;
Article 2: CISP role:

2.1 CISP shall offer all the technical and expert based assistance needed for the implementation of the action plan.

2.2 CISP shall follow up the implementation of the Action Plan.

2.3 CISP shall enhance and continue this initiative in the future.

Article 3: Education Woreda Office role:

3.1 According to A1, Education Woreda Office—referring to the three criticalities stated in A1—shall provide an assessment about the quality of the teachers in the school. This assessment will provide a solid ground to develop further capacity building activities and it will be conducted by School Supervisor from Education Woreda Office.

3.2 According to A2, Education Woreda Office shall follow up the trainings organized in the schools to improve the skills of the teachers.

3.3 According to A3, Education Woreda Office shall inform all the schools of the woreda to host school community meetings each semester. At the meeting, will attend all the teacher's staffs and the students' parents. These meetings will provide awareness regarding the importance of education, stimulating parents to check students' homework. Moreover, these meetings will test the opportunity to collect a voluntary and free contribution from students' families to strengthen basic services.

3.4 According to A4, Education Woreda Office shall inform all the schools of the woreda to allocate an annual percentage of their budget to purchase reference books. Then Education Woreda Office shall collect all the school's assessment on needed reference books and follow up the purchasing procedures.

3.5 According to A5, Education Woreda Office shall inform all the schools of the woreda about the contents proposed in the activity: "In most cases, there is an over population of students in a single class due to shortage of teachers, under such situation it is difficult to ensure quality education that can help to produce competent students. In rural kebeles there are many youths unemployed graduated from different colleges and universities. The school should hire them (on contract bases) to fill the gaps, offering better education opportunities to their students. In some schools in Daro Labu Woreda, this practice is already working, thanks to community's voluntarily support. Education Woreda Office will commit to inform all the school about this opportunity, coordinating this mobilization process in order to recruit young unemployed to work as temporary teachers".
3.6 According to A9, Education Woreda Office shall consider the issue of irregular migration as cross cutting issue. In a similar way employed in contrasting HIV, the office will address a fixed percentage of their annual budget in contrasting Irregular Migration.

Article 4: Education Zona Office role:

4.1 Education Zona Office shall follow up all the activities enunciated above related with Education Woreda office.

4.2 Education Zona Office shall inform the others woredas offices about the best practices conducted in the Woredas of Mieso, Habro and Doro Labu and convince them to implement similar activities.

Article 5: Labour and Social Affairs Woreda Office role:

5.1 According to A7, Labour and Social Affairs Woreda Office shall develop a front-office support to offer advice to the employees having contractual problems with their employers. The Labour and Social Affairs Woreda Office will assign one person to assist all the employees needing legal assistance. Then in the case of legal infractions, Justice office will offer further assistance.

5.2 According to A8, Labour and Social Affairs Office will take commitment to individuate all the entrepreneurs and financial institutions able to support disadvantaged students. Then LSASO will coordinate this support activities addressing the aid to the most disadvantaged students.

5.3 According to A9, Labour and Social Affairs Woreda Office shall consider the issue of irregular migration as cross cutting issue. In a similar way employed in contrasting HIV, the office will address a fixed percentage of their annual budget in contrasting Irregular Migration.

5.4 According to A10, Labour and Social affairs Woreda Office shall discuss with the CBOs (Iddir) and convince them to their organization to change their rules and regulation, in order to allow the use of Iddir’s financial resources to support disadvantaged community’s members. The

Article 6: Labour and Social Affairs Zona Office role:

6.1 Labour and Social Affairs Zona Office shall follow up all the activities enunciated above related with Education Woreda office.

6.2 Labour and Social Affairs Zona Office shall inform the others woredas offices about the best practices conducted in the Woredas of Mieso, Habro and Doro Labu and convince them to implement similar activities.
Article 7: Justice Woreda Office role:
7.1 According to A7, Justice Woreda Office shall support Labour and Social Affairs Woreda Office developing a front-office support to offer advice to the employees having contractual problems with their employers. The Labour and Social Affair Woreda Office will assign one person to assist all the employees needing legal assistance. Then in the case of legal infractions, Justice office will offer further assistance.

Article 8: Justice Zona Office role:
8.1 Justice Zona Office shall follow up all the activities enunciated above related with Education Woreda office.
8.2 Justice Zona Office shall inform the others woredas offices about the best practices conducted in the Woredas of Mieso, Habro and Daro Labu and convince them to implement similar activities.

Article 9: Woreda Administration Office role:
9.1 Woreda Administration Office shall offer technical and legal support to all governmental partners involved in implementing the action plan.
9.2 Woreda Administration office shall follow up implementation of the proposed activities.

Article 10: Moral Responsibilities for Iddir Representatives:
10.2 According to A10, Iddir representatives shall convince their organization to change their rules and regulation, in order to allow the use of Iddir’s financial resources to support disadvantaged community’s members.
10.3 Iddir representatives shall inform the others woredas Iddir about the best practices conducted in the Woredas of Mieso, Habro and Daro Labu and convince them to implement similar activities.

Article 11: Moral Responsibilities for Religious Leaders:
11.1 According to A6, Religious leaders belonging to all religions shall aware community about the dangers related with Irregular Migration. Representatives of the religious leaders of intervention woreda participated to the forum meetings. These religious leaders are now
aware about the dangers related with Irregular Migrations. So, they will take commitment to train and aware all the religious leader of their own woreda. In this way during the religious education period, religious leader will aware the community regarding Irregular Migration

Article 12: Moral responsibilities for School Directors:

12.1 According to A2 and on the basis of the assessment produced by Education Office (cfr. A1), the schools’ directors will be able to recognize their main difficulties in education quality. Hence, they shall organize capacity building training to improve the competences of the weakest teachers. These training will be organized deploying the most talented teacher to share best practices and to reduce the gap among teaching staff.

12.2 According to A3, schools’ directors shall organize a meeting each semester between students’ parents and teaching staff. These meetings will provide awareness regards the importance of education, stimulating parents to check students’ homework. Moreover, these meeting will test the opportunity to collect a voluntary and free contribution from students’ families to strengthen basic services.

12.3 According to A4, annually in September schools’ directors shall realize an assessment underlining their shortages in reference books and the will allocate a percentage of their budget to purchase these books. Then they will transfer these assessments to Education Woreda Office. Finally, the school purchasing committee will be in charge to produce a purchasing plan in order to purchase the books needed.

12.4 According to A5, schools’ directors shall hire young graduated unemployed (on contract bases) to fill the gaps in teaching activities, offering better education opportunities to their students. In some schools in Daro Labu Woreda, this practice is already working, thanks to community’s voluntarily support. Education Woreda Office will commit to inform all the school about this opportunity, coordinating this mobilization process in order to recruit young unemployed to work as temporary teachers.

Article 13: Moral responsibilities for Students’ Representatives:

13.1 According to A2 and on the basis of the assessment produced by Education Office (cfr. A1), the schools’ directors will be able to recognize their main difficulties in education quality. Hence, students’ representatives shall monitor capacity building training to improve the competences of the weakest teachers. These training will be organized deploying the most talented teacher to share best practices and to reduce the gap among teaching staff.

13.2 According to A3, students’ representatives shall monitor the organization of the meeting between students’ parents and teaching staff. These meetings will provide awareness regards the importance of education, stimulating parents to check students’ homework. Moreover, these meeting will test the opportunity to collect a voluntary and free contribution from students’ families to strengthen basic services.
13.3 According to A4, annually in September students’ representatives shall monitor the
assessment underlining their shortages in reference books and the will allocate a percentage
of their budget to purchase these books. Then they will transfer these assessments to
Education Woreda Office. Finally, the school purchasing committee will be in charge to
produce a purchasing plan in order to purchase the books needed.

13.4 According to A5, students’ representatives shall monitor the hiring process of young
graduated unemployed (on contract bases) to fill the gaps in teaching activities, offering
better education opportunities to their students. In some schools in Daro Labu Woreda, this
practice is already working, thanks to community’s voluntarily support. Education Woreda
Office will commit to inform all the school about this opportunity, coordinating this
mobilization process in order to recruit young unemployed to work as temporary teachers.

Article 14: Moral responsibilities for all the parts involved in the present Declaration of Intents

14.1 All the parts involved in the present Declaration of Intents shall monitor the implementation
of the Action Plan.

14.2 All the parts involved in the present Declaration of Intents shall continue these practices of
shared problem solving, adapting this approach to others issues

14.3 All the parts involved in the present Declaration of Intents shall constantly improve the
present action plan, proposing additional activities to mitigate irregular migration in West
Hararghe to the others partners.

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A1. During the forum activities, one of the problem emerged regards the low competence level of some teachers. This weakness affect three distinct categories:

a) The teachers of remote areas are not very well qualified to prepare nationally competent students, and then students educated by such teachers will show lower performance in their education and finally discouraged and drop out of school or will finally fail in national examinations.

b) The self-contained (a single teacher teaches all subjects) education policy for students from grade one to four is not effective to produce competent students: (capacity of all teachers is not the same; students who fortunately get good teacher are becoming more competent than those educated by a teacher with less capacity). When they reach grade five the students are combined to compete together. Hence, those students educated by less capacity teachers are usually performing less and become discouraged so forced to quit their education and be involved in irregular migration.

c) One of the major reasons for failure of students in the national examination is poor results in English and Mathematics. In the areas, there is very high turnover of English and Mathematics teachers.

In order to improve the quality of education, it is fundamental to produce a portrait of the situation of intervention areas. For this reason, Education Woreda Office—referring to the three criticalities stated above—will provide an assessment about the quality of the teachers in the school. This assessment will provide a solid ground to develop further capacity building activities and it will be conducted by School Supervisor from Education Woreda Office.

A2. On the basis of the assessment produced by Education Office (cfr. A1), the schools will be able to recognize their main difficulties in education quality. Hence, they will organize capacity building training to improve the competences of the weakest teachers. These training will be organized deploying the most talented teacher to share best practices and to reduce the gap among teaching staff. This activity will be conducted in the framework of CDP program (Continuous Professional Development Program).

A3. Student families have no enough knowledge about importance of quality education; they simply send their students to school, in most cases they don't follow up the performances of their children. For this reason, the schools will organize a meeting each semester between students' parents and teaching staff. These meetings will provide awareness regards the importance of education, stimulating parents to check students' homework. Moreover, these meeting will test the opportunity to collect a voluntary and free contribution from students' families to strengthen basic services.

A4. In most schools of this project operational areas school facilities are not sufficient to provide quality education. For example, many schools aren't paying the due attention to purchase reference books. The schools have an annual budget available for purchasing basic services. Although many schools are not realizing a proper assessment regards schools' basic needs, For this reason, initially in September the school will realize an assessment underlying their shortages in reference books and will allocate a percentage of their budget to purchase these books.
they will transfer these assessments to Education Woreda Office. Finally, the school purchasing committee will be in charge to produce a purchasing plan in order to purchase the books needed.

A5. In most cases, there is over population of students in a single class due to shortage of teachers; under such situation it is difficult to ensure quality education that can help to produce competent students. In rural kebeles there are many youths unemployed graduated from different colleges and universities. The school should hire them (on contract bases) to fill the gaps, offering better education opportunities to their students. In some schools in Doro Labu Woreda, this practice is already working, thanks to community’s voluntarily support. Education Woreda Office will commit to inform all the schools about this opportunity, coordinating this mobilization process in order to recruit young unemployed to work as temporary teachers.

A6. Religious leaders belonging to all religions will aware community about the dangers related with Irregular Migration. Representatives of the religious leaders of intervention woredas participated to the forum meetings. These religious leaders are now aware about the dangers related with Irregular Migrations. So, they will take commitment to train and aware all the religious leader of their own woreda. In this way during the religious education period, religious leader will aware the community regarding Irregular Migration.

A7. One of the most acute problem, related with private sector in the intervention woredas, is the lack of legal knowledge regards the right of the employees. For this reason, Labour and Social Affairs Office and Justice office will develop a front office support to offer advice to the employees having contractual problems with their employers. The Labour and Social Affairs Office will assign one person to assist all the employees needing legal assistance. Then in the case of legal infraction, Justice office will offer further assistance.

A8. Entrepreneurs and financial institutions based in our intervention area are voluntarily creating contribution founds. This found are supporting disadvantaged students in the secondary schools of the intervention woredas. Labour and Social Affairs Office will take commitment to individuate all the entrepreneurs and financial institutions able to support disadvantaged students. Then LSAO will coordinate this support activities addressing the aid to the most disadvantaged students.

A9. Governmental offices of our intervention woredas will consider the issue of irregular migration as cross cutting issue. In a similar way employed in contrasting HIV, they will address a fixed percentage of their annual budget in contrasting Irregular Migration. During the last session of the forum governmental will discuss in depth this proposal that will be – eventually – signed just if they are able to explain not only its feasibility but also in which way this budget percentage will be spent.

A10. Local Organizations (Iddir) are collecting and saving money from the community. The Iddir’s representatives will discuss with the organization’s member, in order to change Iddir’s rules and regulation
to allow the use of their financial resources to provide loan to disadvantaged community's members. LSAO will follow-up this activity, offering its support in order to convince Iddir's members.