

The Participations of Non Governmental Organizations in Education Service Delivery in Gedeo Zone: Ethiopia

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Abstract

Non-governmental organizations (NGOs) have been assisting the people of Ethiopia with charity, relief and development activities especially since the major famine of 1983/85. The aim of this study was to assess the participations of NGOs in education service delivery in Gedeo Zone. The research is a combination of both qualitative and quantitative research in its approach. The researcher collected primary and secondary data from the NGOs, government officials and beneficiary communities. Accordingly, the study found that NGOs role in education includes direct service delivery, capacity building, material contributions and school constructions. The study also found that even though, NGOs involvement has benefited the local community; their operation is not diversified functionally and geographically. Except pre- education and non formal education, NGOs role in direct provision of education service is limited to specific area. This is mainly due to the constraints like: luck of sustainable finance, lack of cooperation from concerned government bodies, lack of community support, capacity problem and government interference. Therefore, building local revenue source and mobilizing community support have sought to reverse lack of financial sustainability and enhance NGOs contribution. Finally, capacity building, improving financial management, cooperation and networking among NGOs and support from government are recommended.

Keywords: Education, NGOs, Service, Woreda, School

1. Introduction

Nongovernmental organizations were considered by many as the most promising actors for achieving development at grass root levels. The enthusiasms generated by these organizations can be attributed to their way of doing business (Mercer, 2002). This passion for the role of NGOs has been accompanied by their rise in numbers, and an expanded scope. Initially this has occurred in western developed countries and more recently in the developing world (Daniel, 2005).

The voluntary sector in Ethiopia has started in the final years of Eperor Hailesilssie in 1960, a time when the first law of association for voluntary sector is enacted (Paulos, 2005). During that time there were only small number of NGOs which were mainly professional associations (Clark, 2000).

Following the fall of the Imperial regime, *Derg* took power. But, both of the regimes were not willing to allow the organizations and operations of associations mainly due to their fear of loss political power. Only independent citizen activism that operate in the areas of emergency relief service were allowed to exist during both regimes. After the fall of the *Derg*, there was an increase in the number of NGOs all through the 1990s (Dessaiegn, Akalewold, & Yoseph, 2008).

The coming to power of Ethiopian People's Revolutionary Democratic Front (EPRDF) has brought some level of freedom for the existence and participation of NGO's in the development of the country. However, the relation between NGOs and the government has never be out of problem like the previous regimes (Belshaw & Coyle, 2001). This concern became very serious particularly after the Government of Ethiopia adopted new Charity and Society Proclamation in 2009. The two main aspects of NGOs evolution in Ethiopia is that their number is very limited and they operate under very challenging political environment.

In the study area, Gedeo zone, NGOs engaged in the delivery of social services like education, health and water. Gedeo zone administration allocates greater budget to education followed by health and water with a plan of improving the life of the society. For the achievement of this plan, NGOs operating in the zone are expected to play their role. NGOs participation in education service provision is believed to complement and support the priorities set by government. Even though, NGOs are doing to improve the life of the people of the zone, they face challenges and constraints which affect their effectiveness and growth. However, their role in education and challenges they face are not studied so far. Therefore, this research was particularly concerned with investigations of the following main research questions.

- What are the contributions of nongovernmental organizations to education service provision in Gedeo zone?
- What are the factors that affect nongovernmental organizations operating in Gedeo zone?

2. LETRATURE REVIEW

There are three main players in the governance of modern democratic society. The main players of democratic governance are Government, Private Sector and Civil Society Organizations (CSO). These players of governance

interplay in the day to day governance of the society (Lewis, 2003). The concepts of Non Governmental Organization (NGO) come into use in 1945 after the establishment of the United Nations (Lekorwe & Pabanga, 2007).

Differentiating CSOs from NGOs, (Clayton, Oakley, & Taylor, 2000), stated that the term CSO is used in reference to a broad category of organizations that are not within the control domain of the government and that operate in a non profit basis. According to the authors argument CSOs includes any organizations that are out of state control and carryout development and humanitarian activities and NGOs are one of them. Therefore, all NGO's can be regarded as civil society organizations though all civil society organizations are not NGO's.

According to Clark (2000), the terms civil society and the NGO are not used interchangeably. Clark differentiated the two as follows:

“.....civil society refers to the large universe of nongovernmental entities found in virtually every society— labor unions and trade guilds, professional associations, grassroots community organizations, cultural affiliations, and other voluntary associations. The main players among subsets of actors within civil society are NGOs”.

Generally, NGOs can be defined as non- state organizations mainly identified by humanitarian and welfare objectives rather than profit making and that are engaged in promotion of the interests of the disadvantaged group or provide basic social services.

2.1 CLASSIFICATIONS OF NGOS

NGOs can be classified based on their objectives, origin, and status. They could have single or multiple objectives depending on the scope of their activities. In addition, they could also be varied when we came to their operation, establishment and strategies. Therefore, the classifications of NGOs are dependent on the criteria used in differentiating the sector. According to Lewis (2001), NGOs can be broadly classified into operational and advocacy NGOs. Operational NGOs often called service delivery NGOs primarily engaged in the provision of services and betterment of people's life rather than advocacy. They are NGOs that operates at the field level and usually participate in distributing relief supplies and in the actual development works by themselves. On the other hand, advocacy NGOs are dominantly work towards influencing general public, interest groups, decision makers and development actors through activities like lobbying, research and information dissemination. They do not directly operate at the field level.

The author overlooked that both types of NGOs often carryout similar activities like fund-raising, mobilization of volunteer and organizing special events. This is due to the fact that, while in theory most NGOs can be functionally classified in to one of the categories, in practice they are engaged in the mixture the two activities. Therefore, it is very difficult to have clearly distinguishing classifications. Likewise, Behera (2006) argued that operational NGOs sometimes involved in advocacy when the impact of their program seems to be insufficient to achieve their objectives. Similarly, advocacy NGOs often goes to pressing problems of the community. Behera (2006) classified the sector as membership NGOs and social purpose NGOs. While the former refers to those NGOs that are engaged in the enhancement of the interests of their own members, the latter have mainly broad human rights and environmental agendas.

Rajasekhar (2000) classified NGOs in to four based on their vision (philosophy), work style (approaches), composition, and funding partnership. The first is *Operational or Grassroots NGOs* that work directly with the marginalized people along charity and relief. The second type is Support NGOs that are mainly engaged in the provision of supportive services to strengthen grassroots NGOs, cooperatives and other agencies by designing projects, capacity building, research and acting as source of information. The third category is Network NGOs that are both formal and informal grassroots and/or support NGOs who have regular discussion over a common agenda. They work in shaping donors agenda by raising the local agendas in both national and international policy dialogues and thus play a role in the development endeavors. Funding NGOs are the final type which mainly provides financial support to grassroots, support, and network NGOs. Such NGOs are either national or international in their operation.

On the bases of the accepted or claimed concept of voluntary organizations Korten (1990), has classified the NGOs universe into four. 1) Voluntary organizations that established to achieve a social objectives run by shared philosophy; 2) Public service contractors that function as market oriented non-profit business serving public purposes; 3) Peoples organizations that represent their members' interests, that have member-accountable leadership and substantially self-reliant; d) Governmental NGOs which are creations of the government to serve as instruments of public policy.

The classification or definition of NGOs rendered in the forerunning parts by no means cut across NGOs into specific category or class. A given NGO most likely display some or all aspect of the category at a time or through time. An NGO that delivers welfare services to specific groups may also support development projects in order to increase production capacities and also focus on the empowerment of the women and the poor at the same time. Therefore, the researcher is not intended to categorize NGOs in the study area due to the

problematic nature of the classification of the sector and left it to be dealt with in the future discourse of NGOs.

2.2 GENERATIONS OF NGOS

The proceeding review reviewed that the set up of NGOs encompasses a range of widely differing institutions difficult to clearly distinguish their category. Korten (1990) has coined four generations of NGO mainly based on the type of their activity and the evolution of modern NGO sector.

Generations 1: Relief and development: - The main participation of NGOs during this generation was through provision of relief service to the needy. NGOs like Save the Children and World Vision that started as relief and welfare service providers to the needy are the appropriate example.

Generations 2: Small scale self-reliant local development: - this is during the late 1770s were many NGOs carryout community development projects. The main feature of NGOs of generation two is their focus on local self-reliance.

Generation 3: Catalytic: - involve increasingly large and sophisticated NGOs working in a catalytic, foundation-like role". At this generation, NGOs started to shift their orientation to issues of impact and sustainability (Korten, 1987).

Generation 4: Peoples development: - the fourth generation NGOs strategies were, "the people's development movement", which was a vision of the development centered on social energy instead of the financially induced development.

2.3 THE RISING ROLE OF NGOS

Nongovernmental organizations play an important role in many countries development in the contemporary world. As Doh and Guay (2006) mentioned, the increasing role of NGO is one of the remarkable developments over the past twenty years in the global arena. According to (Gordenker & Weiss, 1995) the significant change that has emerged in 1990s were that NGOs were no longer just providing services to people that the state has failed to reach, but active participant in the development endeavor. The remarkable growth in non-governmental organizations over the last several decades is the result of interactions between political, religious, secular trends, ideologies, and technology. Their role at global or national level has increased particularly after 1980s (Edwards & Hulme, 2000).

A study by Rose (2007) indicates that the amount of funding that developed states donated to NGOs to has increased over the past two decades. According to the study, the majority of this fund is allocated to development projects and programmes. According to Behera (2006), the role of NGOs has expanded in recent years and this growth have come with new and larger expectations for their contributions in development. Certainly, there has been enormous growth nationally and internationally to rely on NGOs to provide social services. Thus, in terms of governance space, NGOs are not only assumed to be found between the state and the market, but are also becoming more important actor of governance that contributes to the improvement of the life of disprevilaged groups.

There are combinations of factors that have facilitated the rise and prominence of NGOs. The main interrelated reasons are the need for more people centered development action, the failures of government to properly utilize development aids, emergence of new concept such as gender and environment and a combinations of post Second World War changes that demanded cooperation and negotiation of governance actors (Lewis, 2003). The prevalence of weak states and minimum role of private sectors in Africa has resulted in the immergence of NGOs as the only option to promote grassroots development (Rose, 2007). As Lekorwe and Pabanga (2007) argued the prevalence of neo-liberalism ideology in the late twentieth century also resulted in international environment suitable for this sector. The under performance of the nationalized public sector in developing countries has forced to look for better means of public service delivery. As Werker and Ahmed (2007) stated a improvement in information communication technology has made it easier and cheaper for entrepreneurs in the NGOs to organize.

According to the authors the sector has generally shown a tremendous growth in terms of influence, power and number. Many studies indicate that the sector engaged in the delivery of a wide range of services including the promotion of material and non material wellbeing of human being. NGOs role as social service provider was a significant role that NGOs have traditionally played, both in industrialized and developing countries. This role of NGO is still the dominant contributions of the sector in many African countries like Ethiopia where the level of democratization is at infant stage.

3. Methodology

This research employed mainly qualitative research approach, but reinforced by quantitative research approach. The research leaned itself on both primary and secondary data and descriptive research method is used. Primary data were collected through interview and focus group discussion. The secondary data was reviewed to analyze NGOs contribution to education service delivery. The secondary sources of data were mainly different reports

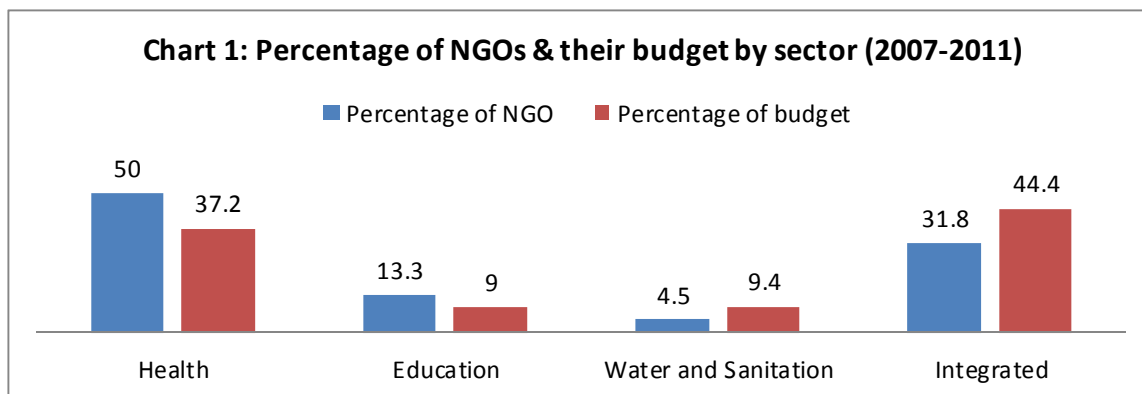
from NGOs and other government bodies which are related to the topic under study. The collected data are analyzed qualitatively using descriptive method of analysis.

Sampling: The researcher used purposive sampling technique in identifying and selecting appropriate NGOs and government offices. In consultation with the office of finance and economic development of the zone out of 22 NGOs in the Zone, 9 NGOs working in two Woredas and one town administration are selected purposely as a sample and relevant information was collected.

Data Analysis: The data collected from primary and secondary sources using different instruments are organized and presented in to sub-sections and analyzed thematically. Secondary data collected were analyzed quantitatively and while data collected from primary source was analyzed qualitatively based on descriptive analysis. Comparisons and triangulation of facts and views were also made in order to make the findings more reliable and complete.

4. Results and Discussion

In Gedeo zone, NGOs are involved in social services delivery and development of different facilities. According to a report from Office of Finance and Economic Development (OoFED) of the zone, there are 22 NGOs working in the zone. However, the study found that none of them are involved in the development of infrastructure like road, sewers, and electric grids in the zone. As a result, the contribution of NGOs to only service provision, (health, education and water and sanitation) is presented as follows.



Source: OoFED of the zone, 2012.

According to chart 1, NGOs operating in the zone have invested a total of birr 192,243,102 in the three sectors over five years (2007-2011). Out of 22 NGOs working in the zone, 11(50%) of them are working in the health sector. Seven NGOs, which constitute 31.8% of the total, are working in integrated sector which constitute health, education and water and sanitation together. On the other hand, 13.3% of NGOs are engaged in the education sector. The chart also reveals that only one NGO (4.5%) is fully engaged in water and sanitation sector.

Regarding the budget, NGOs have invested birr 71,588,197 (37.2%) in the health sector of the zone. In education and water and sanitation sector, they invested birr 17,217,671 (9%) and birr 18,060,600 (9.4%) respectively. The lion's share of the investment, birr 85,376,634 (44.4%), goes to integrated sector that include the three sectors together. From this one can understand that the investment by NGOs in education and water and sanitation is limited compared to health sector.

Moreover, the study found that NGOs have not involved in the development of infrastructure like road and electricity. Their investment is totally directed towards health, education and water service provision. This is due to the fact that, according to respondents from NGOs, the shortage of fund to invest in these physical infrastructures like road that requires large amount of budget. In terms of functional contribution, physical infrastructure has a great contribution in facilitating the production and distribution of goods and services. Infrastructure like road facilitates people's mobility and easy access to other services such as schools and clinics. However, as infrastructures like road is basic and very critical to get access of any services provided by government and even NGOs themselves, NGOs should have considered the importance of infrastructure development and the need of the society. NGOs contribution to increase the mobility of human and material from place to place and alleviate the suffering of the society due to lack road is not yet experienced in Gedeo zone.

4.1 The Role of NGOs in Education

NGOs as Education Service Provider

NGOs are involved in the provision of pre-schooling service, commonly known as kindergarten, provided to children under the age of seven years which is aimed at preparation of children for grade one study. Out of the

total number of children who have attended pre education over five years in the zone, 12.5 per cent of them have got access to pre education services provided by NGOs (table1). NGOs are also involved in direct provision of primary and secondary education. Of the total number of students enrolled at primary and secondary education over five years, those who attended NGOs school were only 0.8 and 4.8 per cent respectively (table1). The data reveal that NGOs involvement in the direct provision of primary and secondary education is very insignificant and limited to specific geographic area. This implies that NGOs either lack fund or primary and secondary education service is not among their priorities. However, there is an implicit assumption that government would scale up NGOs activity once they have demonstrated impact, but to a large extent this has not happened. According to key informants from sample NGOs, the participation of NGOs in the education sector is affected by donors. The key informant stated that:

“.....till now, the focus of the donors is on the provision of basic education and proposals in other education levels are difficult to be funded. This emphasis of donors only on primary education has limited NGOs involvement in secondary education provision as their programmes have rarely received donor attention” (key informant from NGO, 2012).

All key informants from sample NGOs mentioned that donors provide limited funds for secondary education. However, contrary to this, their involvement in primary education provision is also insignificant. They ought to scale up their service provision by utilizing the available fund efficiently and looking for alternative revenue means. However, they only work to maintain the status quo to keep the flow of money from the existing donor.

Nongovernmental organizations are also involved Technical, Vocational, Educational and Training (TVET) education in the zone. But it is confined to one town by single NGO. Reports from education office of the zone indicate that at least 200 youths have took training of different skills from TVET College run by NGO from 2007 to 2011 (see table 1). Regarding this a key informant from education office of the zone stated that:

“.....even though the number of trainees seems insignificant, the involvement of NGOs in provision of TVET has enabled the trainees to be employed and also create job opportunity for themselves and others” (education office key informant, 2012).

Provision of adult and non-formal education is another education service provided by NGOs in the area. This programme basically focused on educating the participants to be able to read and write and improve learners' problem solving skills. According to reports from the education office of the zone, more than 10,000 students have benefited from NGOs non-formal education since the program has introduced. The program has enabled the beneficiaries to acquire numeracy skill and able to read and write. This shows that NGOs contribution in the effort of reduction of illiteracy is substantial in the study area. According to key informant from education office of Gedeo zone, NGOs provide this education by establishing adult and non-formal education centers. Regarding the management of this program, NGOs established center management committees that mainly constitute influential individuals, elders and rarely model woman. The main role of the committee is ensuring the presence of the facilitators and acting as a source of information to the woreda education office and the implementing NGOs.

The data collected through interviews indicate that NGOs do play a great role in mobilization of the community. They do so through conducting meetings to deal with attendance issues, absentees and raise community awareness regarding the importance of the program. This implies that, when there is effective coordination, communities can play significant role in the management of education programs.

NGOs as Capacity Builder

The aim of capacity building program in education sector is to improving the education quality. According to the key informants' response NGOs provide training to principals, school inspectors, school management committees and engaged in strengthening parent-teacher associations. Moreover, some NGOs in the study area are involved in provision of training on education to raise community awareness towards education. Participants include influential peoples, parents, partner NGOs, local education officials and teachers. With regard to the role of community training provided by NGOs, education expert of the zone mentioned that:

“.....as a result of training provided by NGOs to the community, attitude of the community towards education and school system has changed positively.this change of community attitude is one of the reasons for the increase of primary education enrolment” (key informant, 2012).

It is apparent that capacity building is important in improving capacities and participatory experience in school management through workshops aimed at experience sharing. However, the data collected through interview revealed that the aim is not fully achieved mainly because of lack of planning and coordination of most of the capacity building programs. The cooperation and partnership among NGOs themselves and with government body is very weak. As a result, NGOs capacity building program has not resulted in improvement in school management. This shows that NGOs in the study area are better at advocacy than capacity building.

Provision of Materials and Equipments

Another role of NGOs in education is provision of office furniture, school desks and laboratory equipments to

the schools. A report from education office of Gedeo zone indicate that around 45% of schools found in the zone are benefited from the material contributions made by NGOs from 2007 to 2011. The materials and equipments are estimated to Birr 1,806,802 and 32 schools are benefited from this in five years (refer table 2). According to education office expert of the study area the provisions of material and supplies by NGOs have brought a promising improvement in school systems. Regarding NGOs donation of materials and supplies to school system, expert from education office of Gedeo zone stated that material contribution is very important particularly for the schools constructed by the community and left without furniture. The study found that provision of school materials is the most commonly observed NGOs role of filling gap. This has contributed to improvement of the teaching and learning environment and increased the number of students enrolled in each beneficiary school.

Building School Infrastructure

According to reviewed reports of office of finance and economic development of Gedeo zone and key informants, NGOs construct primary and secondary schools hand it over to government. As it is presented on the annexed table 3 NGOs have constructed a total of 6 schools estimated to Birr 11,295,070 over the study period. As a report from education office of Gedeo zone indicated this has contributed to the rise of primary school enrolment rate is increased from 13% to 92% due to the construction of school by NGOs. The key informant from kochore woreda education office stated that secondary school constructed by NGOs in the woreda has provided an opportunity to students to attend secondary education by staying with their family rather than travelling away and forced to drop out.

5. Challenges of NGOs

Lack of sustainable finance

Lack of sustainable funding is one of the critical challenges NGOs operating in the study area faces. The evidence from the coordinators of sample NGOs and project terminal report indicate that projects that require long-term funding are rarely sustainable. However, ensuring sustainable finance is less likely to achieve where the program beneficiaries are poor and the users are unable to pay. In order to maintain sustainability of service provision, NGOs need long-term fund from abroad. But one of key problems of being dependent on foreign fund is that they short term in duration. Furthermore, as many of NGOs are dependent on external donors, they are forced to compromise NGOs programme as NGOs designed project have tended to change towards donors priorities to get fund. If the programmes are very different from donor's interest, then funding may not be forthcoming.

NGOs efforts of serving the community is also challenges by procedural and bureaucratic requirements to get fund from the donors which places heavy burden on NGOs. With regard to this, all the interviewees from NGOs mentioned that the funding flow moves slow to after the agreements are made and donors tendency of sticking to a given time frames results in extremely difficult to retrieve the funds.

In the Gedeo zone, most local NGOs lack adequate management capacity particularly in the area of financial mobilization and utilization. Many NGOs do not have appropriate accounting procedures and systems that are required to manage the fund properly. In addition, most of them lack competence of project planning and management, fund raising, public/donor relations and proposal writing. This limits the possibility of getting fund from donors and limits their capacity to properly utilize the available finance.

Limited Human Resource capacity

Most NGOs lack sufficient and qualified number of human resource to effectively implement and monitor projects. Mainly local NGOs operating in the zone suffer from "brain drain" as trained professionals are hired by international NGOs that pay better salary. As a result local NGOs are frequently challenged with inability of attracting qualified employees. Regarding human resource as a challenges key informant from Balaya (local NGO) stated that:

"....as the zone is far from the capital of the country and infrastructure and service facilities are not well developed, qualified and experienced employees do not like to work in the area.this limited our ability of preparing standardized project plan that attract donor's attention" (key informant from Balaya, 2012).

Lack of qualified human resource and high turnover has made local NGOs less attractive to donors as partners in programme implementation. As many of the local NGOs in the study area are not well developed and lack credibility, reluctance on the part of donors to contract out projects to local NGOs or even provide them fund is normally expected.

Lack of Enabling Environment

Most interviewees from NGOs expressed that government interferes in their operation is a pressing challenge. The government interference mainly includes inspection, suspension and sometimes termination of NGOs operation. In some cases government officials frighten NGOs by abusing official authority to get bribe and other benefits from NGOs. Government interference become more frequent after the new charity and society proclamation is adopted in 2011. The hidden agenda of NGOs to take part in the politics of the country and

disclosure of some political information to foreign media are among the reasons key informants from government offices raised for the suspension and closure of some NGOs in the zone. The researcher notes that this is a very serious challenge for NGOs operating in the areas of child and human right. Since government bodies at different level are suspicious of these NGOs, there is a continuous inspection and interference in NGOs operation.

As a result there is interruption and termination of NGOs operation before reaching the final stage. In relation with this it is important to raise the case of one NGO, Samaritans purse, which is closed on the claims that some of the organizations employees were entered the country illegally, did not pay tax to government and involved in the politics of the country. Government interference has substantially affected NGOs operations, growth and perhaps their contribution. To be the worst government has adopted the new charities and society proclamation which contain provisions that has profound and adverse effect on development and effectiveness of the NGO sector.

Poor Collaboration from Government and NGOs

As the development effort and service delivery require the collaboration of different stake holders, NGOs operating in the study area are supposed to get sufficient support from the government bodies. However, the result of key informant response and focus group discussion indicate that government support and collaboration is very poor. This lack of support is expressed in terms of lack of getting timely feedback, technical support and project evaluation and hand over delay. Bureau of finance and economic development is the body that is responsible to oversee and support the operation of NGOs in the zone. However, the participants of focus group discussion mentioned that no forum is organized to have dialog and discussion between NGOs and government body at the zonal level.

The cooperation and collaboration among NGOs in the study area is also found to be very weak. There experience of working in a joint and collaboration among NGOs that are involved in related programmes is not yet observed. There are very limited occasions of joint undertakings, consultation and experience sharing among NGOs working in the same woreda.

Low Level of Community Participation

In addition to various constraints illustrated, NGOs in the study areas lack strong community participation. The study found that the views of many in the society are still upholding prejudice regarding the NGOs. As the operations of NGOs are not diversified, the community simply over emphasizes NGOs limitations and over look credit for their important contributions. Indeed, the NGO communities have not done much to better inform the community on the evolving roles and contributions made by non state actors and the roles expected from the community to enhance their involvement.

Conclusions

As it is presented in forgoing parts, the involvement of NGOs in the direct provision of education service is very insignificant. In terms of number of students enrolled, their direct delivery of education service is more pronounced in adult and non-formal education than any other level of education. They have also showed relatively better participation in materials and equipments donation. However, they are expected to t scale up their supply as there is a pressing demand to materials from schools in the zone. The schools constructed by NGOs provided an opportunity for children to attend primary education in their vicinity, reduce dropout and increase enrolment rate. This means, NGOs can play a critical role in closing the gap government was unable to fill. The contribution of NGOs in school infrastructure development was mainly directed towards rural and peripherals areas of the zone. Lack sustainable finance, capacity problem, low community participation and poor cooperation and partnership are found to be the main challenges to NGOs in Gedeo zone. It is recommended that NGOs should look for alternative means of running their project, work to enhance their partnership among themselves and with government, enhance their capacity and support from the community.

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Annex

Table 1: Number of Students that got access to education by NGOs

No.	Level of Education	Number of students	Percentage
1	Kindergarten	1531	12.5
2	Primary education	2760	0.8
3	Secondary education	1512	4.8
4	TVET	200	6.2
5	Adult and non formal education	10,000	78

Source: Zonal Education Office, 2012

Table 2: Material and equipment contributions by NGOs

No.	Town and Woredas	Estimated cost in birr	Number of beneficiary schools
1	Dilla town	756,920	8
2	Kochere woreda	467,250	13
3	Wonago woreda	585,632	11
<i>Total</i>		1,806,802	32

Source: Zonal Education Office, 2012

Table 3: School constructed by NGOs

No.	Town and Woredas	Number of school constructed			Estimated cost in Birr
		Primary school	Secondary school	Total	
1	Dilla town	0	0	0	0
2	Kochere woreda	2	1	3	6,836,816
3	Wonago woreda	3	0	3	4,458,254
<i>Total</i>		5	1	6	11,295,070

Source: Zonal Finance & Economic Development Office, 2012