
Assessing the Role of Non-governmental Organization in Promoting Education in Hidhabu Abote District the Case of World Vision Ethiopia

Ketema Joro Ayane

Department of Civics and Ethical Studies, College of Social Science and Humanities, Salale University, Fiche, Ethiopia

Email address:

Ketema.joro@aaau.edu.et

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Abstract: Non-governmental organizations /NGOs/ as LED actors contribute to the promotion of education in developing countries. The collaboration and networking Promoting education between NGOs, the government organs and other actors were not often assessed scientifically. The objective of this study is to assess the role of NGOs in the Education sector in Hidhabu Abote District, the Case of World Vision Ethiopia. To finalize it, the research method employed was descriptive survey study. Survey questionnaire was used to gather the relevant quantitative data. The qualitative data were gathered through semi-structured interviews, focus group discussion and personal observations. The collected data were descriptively analyzed. WVE, is contributing in education programs, child sponsorship and in the areas of WASH and livelihoods. It also involves environmental protection strategies but not with good results. The study concludes with the recommendation that substantive networking and collaboration is needed between the NGOs and local/Woreda government on one hand and awareness creation of education for the community on the other hand.

Keywords: Collaboration, Host Community, Promoting Education, World Vision, NGO

1. Introduction

Over the past three decades, the role of Non-Governmental Organizations (NGOs) in local economic development (LED) remains an area of substantial debate. Economic policies such as the structural adjustment programmes of the 1990s backed this approach that directing donors fund through civil society instead of state structure is productive [1].”

Expression, subsequently to rapid increase in NGO numbers, there has been a consecutive trend towards history and systems in which NGOs are set in development activities [2]. Until the late 1970s, NGOs were little-recognized (service provision, short-term relief, and emergency work) in the implementation of development projects or in policy influence. In the late 1970s fundamental and important changes were triggered with neo liberalism ideology- which raised structural adjustment in aid policies, reductions in public expenditure, and the withdrawal of state-provided services.

In the mid-1990s the neoliberal approach and its structural

adjustment programs started to be drawn back. Under the emerging good governance agenda the state took center stage again, more interventionist, welfare-oriented, state-centered and scaled-up approach and the result pulled in opposite directions.

However, in the 2000s a new aid regime had evolved, promising to move beyond growth-focused neo liberalism towards greater consultation between donors and recipients and a greater focus on poverty and responsibility for the nation-state. NGOs with their people-centered, rights-based, and grassroots-driven approaches are well-suited to continue riding the NGO wave [3].

During 2010, with constant concern of NGOs remaining unaddressed and recognition of their limited success in advocacy and empowerment, there is increasing recognition that NGOs are only one sector within broader civil society and they must readjust themselves with their grassroots-roots.

Align with NGOs continue to rise in occurrence and fame, Global figures are hard to come by, given the lack of a coordinating body, but (Epstein and Gang, 2006 cited in

Banks and Hulme, 2012) make public that for all Development Assistance Countries (DAC), Official Development Assistance (ODA) to NGOs increased by 34% between 1991-1992 and 2002, from US\$928 million to US\$1246 million, and the number of international NGOs grew by 19.3% over this decade [4].

As a result, NGOs have become major players in the field of social, economic and environment as well as advocacy for such interventions. In connection to this various international development organizations such as United Nation (UN), World Bank, and International Monetary Fund (IMF) are considering NGOs as key partners in the accomplishment of development programs, planning, monitoring and evaluation (ibid). Scholars are also considerate in recent years in the ability of NGOs to work with the rural poor in order to improve their quality of education and economic status [5].

After 1991 NGOs are booming in number and programmatic diversity compared with the previous periods [5]. Despite this booming in number, the NGOs approach to development and their effectiveness in LED is becoming a point of discussion and raised debates related to sustainable LED (in terms of participatory, catalyst and partnership interventions on the area of planning, implementation and evaluation) in the framework of *bottom up* approach. The *top-down* approach was criticized as non-participatory and non-inclusive [6].

A private-public-partnership framework has been advocated in academia and policy arena, as a working framework for participatory and bottom up approaches of institutionalizing, planning and management of local development. These actors of LED are important in countries like Ethiopia where capacities (institutional), capabilities (human) and resources (financial and non-financial) are scarce at local as well as national levels. That is why different actors in LED are assumed to play an important role in transforming development constraints (scarcities) to opportunities and outputs by mobilizing assets of all stakeholders in a specific community of interest.

Out of many actors in LED in Ethiopia, World Vision is one. World Vision is an international relief and development organization founded in 1950 and presently operates in about 100 countries in the World and began its operations in 1971 with relief interventions in Ethiopia and opened its Office in 1975. After ten years relief, rehabilitation and small community development projects, the organization developed a new integrated development approach in order to ensure empowerment and transformational change that resulted in the establishment of Area Development Programs (ADPs) in the 1990s. ADPs are long-term development projects (usually with a project life of 10 -15 years) focused on the delivery of child-focused, community based sustainable development. ADPs pool funds from individually sponsored children within an area (often a cluster of villages) to implement community development initiatives intended to address the root causes of poverty. While WVE seeks to improve childhood wellbeing, it pursues its interventions not only on children, but on the communities in which they grow up to

ADPs changes its name into APs (Area programs) during 2015 [7].

After 2006, World Vision Ethiopia also began working as part of the Millennium Water Alliance, an association of international nongovernmental organizations (INGOs) with expertise in rural and semi-urban water supply, hygiene, education, environmental protection and sanitation promotion (WVE, 2013, WVE, 2014). More specifically, the World Vision Ethiopia has currently increased its Programme Office in Ethiopia with 72 APs. Hidabu Abote ADPs/Aps is one which has operated since 2002. WVE Hidhabu Abote APs is playing an important role in the achievement of different socio economic activities with adjusts to demands of the communities in the district.

The World Vision Ethiopia's community-based holistic development approach was notable in the institutionalization, planning, management of results and evaluation of outcomes at community level in the area of Water Supply, Sanitation and Hygiene (WASH), Environmental Rehabilitation, Education, Health, Nutrition and Sponsoring Poor, Children and Persons living with Disability.

According to the previous research NGOs contribution to the local development is highly challenged due to problems related with their operation, collaboration and networking with other NGOs and its management, legal and policy issues [8]. Most NGOs are using similar traditional top down approaches in initiating, planning and evaluation of their activities in community development [9]. Other findings [10] indicated 'restrictive policy environment, excessive bureaucracy, and lack of sound governance' are challenges for NGOs.

Aligning with assessing the role of World Vision Ethiopian Hidhabu Abote Area Programs (APs) in education, Operational duality assurance office officer said 'there was no research done on APs'. There is a gap in thoroughly viewing the contribution of World Vision in Education from grassroots levels.

The role of WVE Hidhabu Abote AP in education is not scholarly researched and this has created gaps in understanding (how NGOs contribute to local economic development directly and indirectly) – which refers to research gap – and lessons on terms of participation and collaboration (what approaches are employed in Community-based Area Development of host community) – which refers to policy or operational gaps. Hence, this NGO is chosen as a case for this study.

Therefore, the study wants to address the following objectives: To assess the contribution of World Vision Hidhabu Abote AP in the Education Center in Hidhabu Abote Woreda.

2. Materials and Methods

The study employed a mixed research method as an approach in which quantitative and qualitative were applied together.

Therefore, the intent of this two-phase, sequential mixed

methods is to assess the role of NGOs in Education of Hidhabu Abote district. First the study belief in a qualitative interview for exploratory purposes to generate themes about the role of WVE Hidhabu Abote AP using face-to-face; interviews with selected local government offices of the district and representatives of WVE Hidhabu Abote AP. Since the organization duration in the study area is a long period. Then, following up with a quantitative, survey was carried out with a large sample so that it enabled the researcher to generalize results on the role of WVE Hidhabu Abote AP, the approaches of WV Hidhabu Abote AP to education activities. To do those open-ended and closed-ended questionnaires for survey were allocated. On the other hand, focus group discussion was done with selected government workers of Hidhabu Abote district; selected workers of World Vision Hidhabu Abote AP and some selected direct beneficiary households from the NGO. This tool is used in order to get a clear answer on contradicting ideas. And also field observation was conducted to view major activity done by the organization.

2.1. Sampling Technique

The study employs Cluster and simple random sampling methods altogether to sample a population dispersed across a wide geographic region that the study has to cover to get to each of the sampled units and [11] had also used it.

Accordingly, in order to have household sampling frame of beneficiary; a list of Kebeles from World Vision Hidhabu Abote AP was taken and the list show that out of 20 Kebeles 16 Kebeles were already selected under WVE Hidabu Abote AP and the study purposively select those 16 Kebeles because the study don't view excluded Kebeles from NGO activities. Then after, the study clusters those Kebeles into three Agro-Ecological Zones namely High Land, Moderate and Lowland in a convenient way in order to create non-overlapping areas in the study area. Since, variation of agro-ecological zones has direct and indirect consequences on the socio-economic life of the beneficiary households. From these three geographic clusters, the study selected two Kebeles from each Agro-Ecological Zone and six total Kebeles were simply randomly selected. The main factors which enforced the study to select only six (6) Kebeles were because of the lack of relative availability of transportation, large size of beneficiary households in Woreda, to manage information access to the study.

Hidhabu Abote district has 17, 872 households. The total beneficiary households in six Kebeles were 5909 which account 33.06 percent total Woreda households. The sample size for collecting data by applying descriptive survey households which was determined by using purposively sample size determination formula proposed [12] the nature of population is heterogeneous, it is important to assume stratify sample frame for the study. The study therefore, used the following formula to calculate sample size.

In this scenario [13] the researcher assumes the confidence level, the degree of variability and the sampling error as follows:

Confidence Level = 93%

Degree of Variability = 50% (Maximum Variability)

The level of precision or Sampling Error (e) = ± 7%

Total Population (N) = 5,909

The sample size (n) is computed as follows: $n = \frac{N}{1+N(e)^2}$

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{5909}{1 + 5909(0.07)^2} = 214$$

$$n = 214$$

In evaluating the sample sizes in the options, the study has taken into account multiple sources of data like interview, focus group discussion, observation and Secondary sources of data. In addition, time and cost constraints are also considered. Using the above-mentioned formula the sample size was a total 214 beneficiary households selected.

After having the sample size for the whole population, specific calculation was needed to decide the number of beneficiary households to be taken from each stratum using proportional allocation. After deciding the number of households within an area, simple random sampling (lottery method) was used to identify them. The reliability and efficiency of stratified random samples depends upon the allocation of sample size to strata. In this study proportional allocation was used so that each stratum contributes to the sample a number that was proportional to its household's population size. This proportional allocation was considered to be more efficient and an optimal design when the cost of selecting an item is equal for each stratum and the purpose of sampling could happen to estimate the population value of the same characteristic.

To determine the sample size by strata from each stratum [14] the following formula was used.

$$n_k = \left(\frac{n}{N}\right) N_k \quad n_k = \left(\frac{n}{N}\right) N_k$$

Where;

n_k = the sample size for kth strata

N_k =the population size of kth strata

N = the total population size

n =the total sample size

The result was summarized on the Table 1.

Table 1. Sample Size.

Area clusters	Strata size (N _k)	Sample size (n ^b)
High land	1899	69
Moderate	2387	86
Low land	1623	59
Total	5909 (N)	214 (n)

Source: Own Design, 2017

2.2. Methods of Data Collection

Primary data was directly obtained from the beneficiary stakeholders', observation and secondary sources as an additional to support the information which gathered from the primary sources.

2.2.1. Questionnaires

Beneficiary Household heads: -are the main sources of primary data since they are the beneficiaries of the program next to children. They have better information on the impact of WV and the changes achieved in LED of the Woreda.

Therefore, the study was preferred to use beneficiary household heads' view questionnaires as an important tool to collect the necessary data from the host communities of the Woreda. Accordingly, 214 questionnaires and 10% which (5) contingencies in total 219 questionnaires were supplied to different beneficiary households in the Woreda. The questionnaires were prepared in English and systematically changed into Afan Oromo which includes both closed and open ended questions in line with the nature of information that the question was requesting about. Therefore, a total of 219 beneficiary households were taken randomly and a household questionnaire was administered for household heads with the help of six data collectors (enumerators) by going from house to house. The data collectors were given one-day training as to how they handle the questionnaire. Besides, the data collectors have proven experience in data collection for long. The questionnaires were pilot tested for reliability and validity before their actual use.

From Questionnaires, the expected outcome was details regarding the role of WVE Hidhabu Abote AP in education, collaboration with local administration, the work performed and the development activities undertaken by world vision.

2.2.2. Interviews

The study believes that the information acquired by the questionnaires is not enough to finalize the research, as it is significant to have a face to face contact with important people to take more information that may not be obtained with otherwise. The study believing in Personal feelings and information that are significant for the study this interviews tool was used. However, the basic concept that was used in questionnaires was also considered in interviews. Due to the nature of the study, the study used Semi-structured interviews. Interview was carried out with 5 different individuals from various working place by Afan Oromo and systematically changed in to English. The study was purposively and judgmentally selected interviewees from Agriculture, Education, Health, Natural Resource Management, and World Vision office's expertise. The rationales to select these sectors were direct and indirect attachment with the role of WVE Hidhabu Abote AP in area of community based area development and LED activities.

Therefore, the interview involved the use of a set of predetermined questions and appropriate techniques of recording and hence the study had taken a note during an interview. Respondents, both the government officials and

the members of WVE Hidhabu Abote AP who participated in questionnaires, were not interviewed. To this end, the interview was prepared into two forms one for workers of WVE Hidhabu Abote AP and the other for government workers. Finally, the expected outcome from the interview was detail about the contribution of these NGOs in education by far.

2.2.3. Observation

Observing the activities undertaken by the WVE Hidhabu Abote AP was important and the study employed structural field observation as an instrument for data collection.

While the observation was carried out, the study used a digital photo camera to properly record major activities done by the NGOs on the area of socio- physical infrastructure and change brought on livelihoods after its intervention in the Woreda LED. It enabled the study to get advantages to record major activities done by the NGOs and obtained tangible evidence of work done.

2.2.4. Focus Group Discussion (FGD)

One FGD was conducted with 8 informants: 1 person from each stratum, four from government officers- (Education, agriculture, natural resource management and health) sectors and 1 worker of WV Hidabu Abote AP. These informants did not overlap with the informant on questionnaires and interviews. These government sectors were purposely selected due to direct attachments with the WVE activities. The FGD was conducted in Afan Oromo and systematically changed into English.

The researcher took part in FGD as a facilitator and guide of the discussion based on pre-planned issues to be raised in the discussion. The rationale for using FGD was, in order to solve conflicting ideas which were obtained from interviews, questionnaires and structural field observations which enabled the researcher to get the reasons or actual gap.

Therefore, the study was done FGD with the number of individuals with this interval. Moreover, the researcher played an active role in raising issues for debate, asked critical questions that could fill the data gap and recorded all the ideas raised by the participants including the points of common consensus reach on and disagree on through count the voices of the participants regroup the idea under disputes.

2.2.5. Secondary Data Sources

The study was used secondary sources of data which includes, reports (monthly, half year, annual) of the WVE Hidhabu Abote AP organization, magazines, pamphlets and other related documents kept by the WVE Hidhabu Abote AP, document by Woreda on & reports, and additionally, the country's national constitution, bullet and annual reports, documents of the federal ministry of finance and economy on LED strategy, policy on the role of NGOs in LED was used.

2.3. Method of Data Process and Analysis

The study applied sequential mixed analysis. Therefore, the study used editing, coding, classification and tabulation that gathered from both primary and secondary data sources.

2.3.1. Quantitative Data Analysis

The quantitative data acquired from both primary and secondary sources were analyzed together through the Statics Package for Social Science (SPSS 20.0 Version). Percentages, frequencies and other simple statistical methods were applied to analyze quantitative data.

2.3.2. Qualitative Data Analysis

Qualitative data obtained from both primary (interview, questionnaire, focus group discussion, observation) and secondary sources (documents, different reports, rules and regulations, working manuals) was analysed in a careful way to achieve all information from different directions. Qualitative data includes contribution of World Vision in LED, working approaches of WVE Hidhabu Abote AP. The data obtained from questionnaire, interview, FGD or observation alone is not enough to construct reasonable findings. In order to make the data from this process meaningful, a qualitative data matrix was used for data summary and analysis of findings from different categories of respondents.

2.3.3. Secondary Data Analysis

All data collected from secondary sources like reports, documents; working manuals; were scanned in a way that can help the study achieve the above stated objectives by considering the information from printed documents and reports as an integral part of the whole data to finalize the study. Data acquired from secondary sources are meaningless without being with the data obtained from primary sources and vice versa. Hence both the primary and the secondary data were analyzed together to extract co-operative effects out of it. In general meta-analysis was used for secondary information so as to triangulate primary data results.

3. Result and Discussion

3.1. Description on Data collected and Socio-Demographic Characteristics Questionnaire Distribution and Response Rate

Survey questionnaire was planned to administer for 214 households respondents. As a result, the survey questionnaire was distributed to 214 households selected randomly in proportion to the household's heads size in each Kebele. Among questionnaires distributed 76 (35.5%) were for Female and 138 (64.5%) for Male. From the questionnaires, 41 Male, 22 Female and Total 63 (29.4%) in Ejere 01 Kebele; 14 Male, 8 Female and Total 22 (10.3%) in Gna'a Gebabu Kebele, 21 Male, 11 Female and Total 32 (14.95%) in Gidabo Gorgisi Kebele; 19 Male, 11 Female and Total 30 (14.02%) in Yaya Dagabora Kebele, 26 Male, 14 Female and Total 40 (18.70%) in Dire Bantu Kebele and 17 Male, 10 Female and Total 27 (12.60%) in Gidabo Jema Kebele distributed.

Align with Agro-Ecological Zone; questionnaires were distributed to 38 Male, 21 Female and Total 59 (27.55%) to households in low land area; 44 Male, 25 Female and Total

69 (32.7%) to household heads in Highland and the last 55 Male, 30 Female and Total 86 (39.70%) to households heads in moderate area.

From the questionnaire distributed in each of the Kebeles; 63 (29.4%) from Ejere 01, 22 (10.3%) from Gna'a Gebabu, 32 (14.95%) from Gidabo Gorgisi, 30 (14.02%) from Yaya Dagabora, 40 (18.70%) from Dire Bantu and 27 (12.60%) from Gidabo Jema returned. The distributed questionnaires that completely filled and collected were 214 (100%). In this case there is no defect.

3.2. Socio-Demographic Characteristics of the Respondents

3.2.1. Sex and Age Composition

One can understand the composition of household heads that gave their responses towards the role of World Vision on community-based area development and potential for LED in Hidhabu Abote Woreda. Their difference in Sex, Age and Family Status may affect their attitude towards the activities carried out by World Vision due to cultural factors. Male and old people have more exposure, have a better knowledge of the situation of their area, and have experience to share their attitude than female groups. Majority of the respondents about 64.5% are Male and the least about 35.5% are Female. Out of the respondents 60.6% are between the age of 25 and 50. Household heads aged between 18 and 25 account for 30.4%.

3.2.2. Academic and Marital Status

Regarding the education of household heads, the highest 37.8% of respondents are uneducated, 22.43% can read and write, and the least 11.7% have been in secondary school. Out of the total household heads, 74.8% are married and 19.2% are single, 3.3% and 2.8% are widowed and divorced respectively.

Generally, more than 40% of the household heads have got education opportunities and also their educational status has its own effect on attitude towards the activities of World Vision in LED. Those parents who have better educational status could use the material aids and training given by WVE in changing into practice since they have a better knowledge about development activities in general.

3.3. The Role of World Vision in Local Economic Development of Hidhabu Abote Wereda

Currently, WVE has nine programme offices (Amhara, Oromiya, Tigray, SNNPR, Afar, Benishangul Gumuz, Somali and Addis Ababa City Administration) and 72 area programmes in different regions of the country. Hidhabu Abote AP is one of 72 AP which is participating in community-based area development and potential for LED of host community starting from 2002. At the beginning of 2002-2014 WVE had 10 project activities. Name; Food security, Health, Nutrition, Education, WASH, Ethiopian Children Holistic Inclusive Children Development, Community Engagement in Child sponsorship, Environmental and Climate Change, Disaster Risk Reduction and Emergency Response, cross cutting themes-like gender, people with disability and peace building [5]. During this period remarkable goals were achieved on the above

mentioned programme.

According to interview with Operational Duality Assurance Office Officer of WVE in the Woreda, ADP was changed to AP post 2014 and currently it five main projects activities: 1) Livelihoods:-contains activities like improve nutritious food, construction of irrigation and provision of improved seeds, livestock health, and capacity buildings of community; 2) Adaptation to climate changes:- do activities on environmental sustainability through providing drought tolerant crops, improve forest management, provides diversify energy system and biogas plantation; 3) Water Supply, Sanitary and Hygiene (WASH)- which includes constructions of sanitary facilities, and hygiene and provision behavioral change trainings; 4) Education–capacity building of teachers and experts, parent-teacher association, equipped school with child-friendly facilities and support inclusive education for children with disability and orphan; 5) Child sponsorship:-intervene with violence against children, prevention on exploitation and harmful traditional practice and helps children with vulnerable situation.

Among 20 existing Kebeles in the Woreda, 16 Kebeles were selected under WVE Hidabu Abote AP. Those Kebeles are found in different agro-ecological zones namely- High Land, Moderate and Lowland. WVE Hidabu Abote AP has five structures- AP Manager Office, Operational Duality Assurance Office, Sponsorship Office, Finance and Budget Office and project heads office. WVE Hidabu Abote AP has 10 workers out that 4 are degree holders, and manager and quality assurance officer are master degree holders. The rest the rest four are support on area of security and secretary.

As interview with WVE experts indicates, intervention of WVE in LED of the study area brought remarkable change in addressing socio economic problems on the area of health, nutrition, education (through building school, library and provide teaching learning materials), on agriculture, on environmental protection; sponsoring orphan children, poor and disabled people, and over all training was given for experts and community to build their capacity. Other experts from Health and Agriculture also shared similar ideas.

In order to raise the fund, support offices use their marketing services to produce information on the heartbreaking situation of children and the activities carried out to the well-being of those children and reach sponsors and donors through different Mediums. In addition to these, there are grants that are non-sponsorship.

The biggest 58.8% of the budget was for capacity building and administrative purposes. In the livelihood area 300 households have planned to be beneficiary on provision of improved energy efficient cooking and supporting agro-activities (like provision of improved seeds, farming materials) for that 7.98% of budget was allocated. On the other hand, 7.10% of budget was planned for 120 households on WASH training; community led total latrine, Periodic hygiene campaign and its implementation in each Kebeles.

The other area of WVE intervention is education. About 13.50% of the budget was allocated for provision of different teaching- learning materials and improving school related problems. In addition to this, 12.62% of the budget allocated for sponsoring children selected from each Kebeles and totally 6000 children are beneficiary from sponsorship.

The following Table 2 indicates budget summary in WVE in Hidhabu Abote AP in 2017 fiscal year.

Table 2. WVE Hidhabu Abote AP for FY' 2017.

No	Major Programme	Budget (Eth. birr)	Percent
1	Livelihoods	3,874,252	7.98
2	WASH	3,452,149	7.10
3	Education	6,526,796	13.50
4	Children sponsorship	6,131,606	12.62
5	Administration and capacity building	28,549,724	58.80
	Total	48,534,529	100

Source: WVE Hidhabu Abote AP, 2017

3.4. Livelihoods

One of the agriculture sector experts was interviewed on the role of WVE in the agricultural sector. The interview statement indicates, 'the population settled on Moderate land of study area has relatively good crop yields compared to LowLands and HighLands. On the opposite sides, populations settled on Low and High Land of study areas have relatively high problems with food security and nutrition which needs food aids from the government and NGOs. Interview data has an implication that populations settled on HighLand and LowLand have a problem of food security and nutrition which needs more NGOs and other actors intervention.

As interview data with Agricultural Experts indicates that the WVE participated in construction of new traditional upgrading irrigation channels which its length is 2 km with a budget of 500,000 birr in Yaya Dhaga Boro, (high land) is more attractive where water resources are available. This modern irrigation channel plays an important role in poverty reduction for more than 600 households in the Kebeles. In addition to that six (6) water pumps were contributed for farmers. Following that AGP has built 5.7 Km irrigation channels on the small Aleltu River with 14.5 million and two Lake in Hariro Habadho Kebele with 4 million. The government collaborates with Kebele's community and also built a 2 km irrigation scheme in Sire Morese Kebeles (Hidhabu Abote water and energy resource office, 2017). These show that both government and WVE played a determinate role in solving community problems from grassroots level. The study has also witnessed Yaya Dhaga Bora. The irrigation channel is playing an important role in changing the livelihood of the Kebele. This implies that WVE took available natural renounces and mobilizes it to reduce poverty in the local community.



Source: Field Observation, Hidhabu Abote, 2017

Figure 1. Modern irrigation channel constructed by WVE in Yaya Dhaga Bora in 2007.

According to interview, however, even though WV has ready to help people in constructing modern irrigation channels in area where water resource available in Kebeles like Dire Bantu and Hariro Habadho (Highland), but people were not agreed on water resource utilization on new plan. On the other hand, interviewer said ‘WVE have contributed 150 Kg improved seeds, 100 Quintal White Onion and 80 Quintal Red Onion for 300 farmers per year before three years ago and it indicates currently, the participation is reduced. Besides of this, WVE also provides, drought resistant crops, different castles (Hen, Sheep, Goat, Cows and Bull), and corn, wheat and oil for poor people in different Kebeles of the study area.’ Government also created conducive environment assigning agricultural experts in each Kebeles to follow farmers’ activities.

In addition to above; the highest number of surveys gathered 51.9% shows that contributions of WVE on livelihoods is good in the study area. The least 2.3% of respondents indicated that an activity of WVE on livelihood interventions was very poor. This shows that availability of livelihood problems which is not addressed by WVE and other actors in the study area. There are also significant numbers of surveys which indicates neutrality. Accordingly 10.3% of respondents indicate neutral which has an implication of free from NGOs aids and might lack knowledge on the role of WVE. The following

The following Figure 2 has a summary of household survey response on livelihood. The following Figure 2 has a summary of household survey response on livelihood.

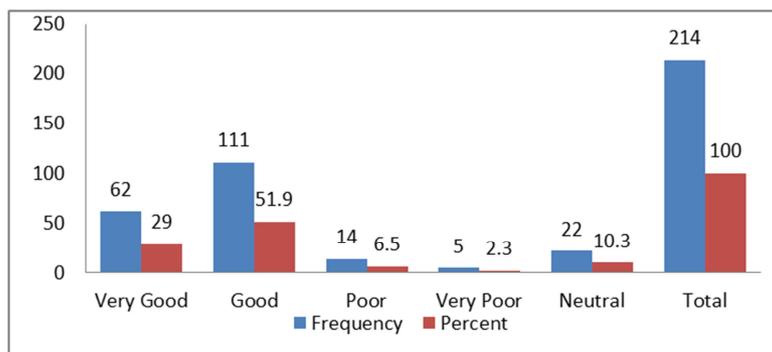


Figure 2. Households Response on the Role of WVE Hidhabu Abote AP on Livelihood.

3.5. Adaptations to Climate/Environmental Sustainability

WVE played determinate role in sustainable environmental and protection of land degradation. Specially, it provides different kinds what is locally known as “megedo kotabi midija” which means efficient cook stoves for community for the last 15 years. It benefit the community by reducing the labor and time that communities wasted in the past collecting fuel wood; improves their indoor air quality and eases the adverse health impacts of exposure to smoke; and allows children to be focused on education rather than firewood

collection.

In addition to this, WVE distributes drought tolerant crops for farmers per year and gives continuous training on capacity building and on the issues which play a key role in changing community life. Furthermore, collaborating with National Biogas Institute and beneficiary Households’ effort; WVE became prominent in introducing biogas plantation in the Woreda. Based on that initiative; up to now 46 Biogas were collaboratively constructed and currently the demand is highly increased. A review of data from the Woreda Minerals

and Energy Authority indicates the total cost for planting one Biogas was 30,000 birr and to plant 46 biogases it took about 1,380,000 budgets in which it was generated from National Biogas, WVE and individual beneficiary. Specifically, WVE created partnership with the government in contributing raw materials like cement, metal, and the rest labor and material costs were covered by National Biogas institute and individual beneficiary. Moreover, WVE widely participated in awareness creation on alternative means of using energy in host communities at different times.

The following Table 3 indicates a summary of biogas planted in different Kebeles.

Table 3. Biogas Planted in the Woreda.

N ^o	Biogas Planted in Kebele	Sub –Total
1	Ejere 01	9
2	Sire Morose	7
3	Welu Mojo	1
4	Daro HamumaWaju	6
5	Hamuma Machara	11
6	Dire Bantu	3
7	Debela Bokolo	5
8	Yaya Dhaga Bora	4
Total		46

Source: Hidhabu Abote Mineral and Energy Authority, 2017

In addition to above role; the interviews were carried out with experts of Environmental protection, Forest and Climate Change Authority in order to know the role of WVE on protection of environment and forest in the Woreda. In line with this idea expert has to say:-

At the beginning, the activity became attractive and brought remarkable changes on afforestation and reforestation in Amdo Hariroo, Ada'a Nacho, Gidabo Gorgis, Sire Morose and Gidabo Jema Kebeles. Farmers around the area were received incentives on grass and farm land bound for Forest. And also the government promised them financial aid will continue for the last. Consequently, forest was recovered and soil erosion was reduced. The environment became green. Without consultation with farmers, aid was stopped for the last three years. Then farmers began to clean forest for farm lands due to the fact that some farmers from Gidabo Jemaand Hamdo Hariro Kebeles were arrested. But the controlling mechanism didn't stop them from cleaning the forest. Now forest and land became degrading and returning to serious problems.

Interview shows that before three years ago, WVE more contributed to reforestation through contribution of carbon trade activities, and also participated in conservation of soil erosion (terracing land) and distribution of different plant species to be planted in different parts of the study area. In addition, training was given on improved forest management and biogas plantation for agricultural experts and community leaders for different periods in the study area. Based on that initiative many farmers began conserving different plants on farm land and garden. The majority of households' 56.1% of survey responses also shows that contribution of WVE on environmental sustainability, natural resources and

forestation is poor. It has an implication of the existing serious problem of deforestation and land degradation which was out of WVE controls. There are also insignificant numbers of neutral respondents. According, 7.9% of surveys replied neutral on the role of WVE on environmental sustainability. It indicates people in the study area have less understanding on the importance of WVE intervention on environmental protection. But the interviewees pointed out "now WVE failed on carbon project and the recovered Forests become again degrading around Jema and Aleltu River."

The study asked different experts on the reasons for failure of this project. The commutative results of interview from five experts in different government and NGO office indicate that the main reason for failure of forestation project activity was farmer destroying the forest in hidden ways, corruption with incentives, fear of farmer's alienation from their land, lack donors interest on the activities and failed carbon trading at national level. This indicates NGOs focus more on problems which easily generate income from donors. The finding is consistent with the observation of [15] who says based on the governments urban poverty reduction and development plan there is less or no intervention in areas of environmental in Addis Ababa.

3.6. Education

The government has supported government schools and government-assisted schools in paying teachers' salaries; providing learning and teaching materials; the construction and rehabilitation of schools; and offering scholarships. However, the government's ability to support education is not adequate, and NGOs and private institutions have played a significant role in assisting the development of education in Ethiopia.

Before 2002 in Hidhabu Abote Woreda; there were totally seven (7) Primary School (1-6) and on junior school (7-8). Students were obliged to go far from the Woreda to attend their secondary school in neighboring Woredas of Kuyyu and Fitch town. The situation economically affected both students and family in exposing them for extra house rent, transportation and food free for students.

Based on participations of different actors; currently distributions of schools in the Woreda increased to totally 29. Those are, two KG, fourteen primary school grade (1-4), four primary school grade (1-6) seven primary and junior school up grade 8, 2 secondary school grade (9-10), one preparatory school and one TVET were built in different Kebeles of the study area [17]. For this achievement, the role of WVE is remarkable in building schools and providing necessary teaching-learning materials. In order to create partnership and solve the problem; WVE have also contributed totally 27 block buildings with 215 classrooms, 8 block building latrines with 32 doors; 2 libraries and 1 pedagogical center in different Kebeles of the study area [17].

The following Table 4 shows the summary survey on the role of WVE on environmental sustainability.

Table 4. Survey Response on the Role of WVE on Environmental Sustainability.

Descriptions	Frequency	Percent
Very Good	55	25.7
Good	22	10.3
Neutral	17	7.9
Poor	120	56.1
Total	214	100.0

Source: Own Survey, 2017

As the study gathers information from the Operational Duality Assurance Office Officer of WVE the contribution of WVE in the area of education is large. For this purposes the study has interview with Woreda education experts and he has say:-

“Yes WVE is participating largely with education activities like: in provision of children friendly teaching-learning materials, building schools, latrine, library, provision of clear water, training teachers and other volunteers whose teach adults and children in different Kebeles through establishing ‘literacy boost programme’ with different reading camp. According to his expression “ if there is no contribution of WV in the education sector; the provision materials for school, building additional schools and provision of teaching learning process will be under serious problem.”

Literacy boost programme is aimed at increasing the percentages of children who are able to read at functional levels by the end of fourth grade. The program focuses on school/ classroom and community based reading intervention composed of three components – reading assessment, teachers training and community action [18]. Different books and child friendly teaching- learning aids were distributed in the study area (there is no organized data on this, but practically distributed). 116 reading camps (For Every Child education Campaign) were established in the study area. Volunteer, reading camp leaders and community facilitators were selected from the community youths and trained on home-based literacy activities to help and facilitate reading camp activities and mobilize parents. Each reading camp has its own book banks where children can borrow reading books. In 2017, WVE Hidhabu Abote AP has planned to provide 3000 cultural friend story books & other 2000 references and 15 facilitated pedagogical centers and other facilities.

The document review obtained from the education Bureau of the Woreda indicates that many additional and news

schools were built by WVE in the study area. Accordingly; 3 block buildings with 12 class rooms in Ejere Number 3 school, 2 block building with 5 room for TVET, 3 block buildings with 11 class rooms in Ejere number one school, 1 block building with 4 class rooms in Yaya Mikael, 2 block buildings with 8 class rooms in Gidabo Jema, 2 block buildings with 8 class rooms in Gidabo Gorgis, 2 blocks buildings with 6 class rooms in Yaya Mikael, 2 block buildings with 8 class rooms in Yaya Ejersa, 1 block building with 4 class rooms in Dire Bantu, 2 block buildings with 8 class rooms in Gna’a Gebabu, 2 block buildings with 8 class rooms in Hamuma Machara, 2 block buildings with 8 class rooms in Hariro Tere, 2 block buildings with 8 class rooms in Daro Hamuma Waju, and 1 block building with 4 class room in Alkoch Kere Kebeles were built by WVE.

In general WVE have built 14 block buildings with 8 class rooms, 3 block buildings with 12 class rooms, 3 block buildings with 11 class rooms, 3 block buildings with 4 classrooms, 2 block buildings with 5 and 2 block buildings with 6 class rooms. A Total of 27 block buildings with 215 classrooms was contributed by WVE in different Kebeles of the study area. As indicated on documents of Hidhabu Abote Education Bureau, WVE also contributed to the provision of material for school. Accordingly, 183 shelves have been contributed for different schools in the Woreda. One shelf account 6,500 birr and total shelves account about 1,189,500 birr. The data indicate that to what extent WVE has a strong stand to reduce illiteracy which plays an important role in LED activities of the study area.

Besides built schools, the numerical data indicates one block library for Ejere Number 3 School, one block library and 1 pedgogical center for Alem Gena and a total 2 block library and 1 pedagogical center were built in the Woreda.

In addition to this, WVE had contributed to latrine construction for schools. The numerical data indicates one block with 2 doors for Ejere Number 1, one block with 2 doors for Ejere Number 3, one block with 4 doors for Yaya Muka, 2 block with 8 doors for Gidabo Kiro, 1 block with 4 doors for Yaya Mikael, 1 block with 4 doors for Gna’a Gebabu, 1 block with 4 doors for Hamuma Machara and 1 block with 4 doors for Hariro There School were built. In general 8 block building latrines with 32 doors were built in the study area through World Vision. The following Table 5 has a summary of built schools in the Woreda.

Table 5. Number of New and Additional Schools built by WVE in Hidhabu Abote Woreda.

No	Kebele	School Name	Block	Room	Sub-Total Room
1	Ejere 01	Ejere No-1	3	12	36
		Ejere No-3	3	11	33
		TVET	2	5	10
2	Yaya Dhaga Bora	Yaya Muka	1	4	4
3	Gidabo Jema	Gidabo Jema	2	8	16
4	Gidabo Gorgisi	Gidabo Kiro	2	8	16
5	Kobii Godeti	Yaya Mikeal	2	6	12
6	Yaya Meriam	Yaya Ejersa	2	8	16
7	Dire Bantu	Alem Ganaa	1	4	4
8	Gnea Gebabu	Gabaabuu	2	8	16
9	Hamuma Macharaa	Machara	2	8	16
10	Amdo Hariro	Hariro Tare	2	8	16

No	Kebele	School Name	Block	Room	Sub-Total Room
11	D/Hamuma Waju	Amhara Aftin	2	8	16
12	Welu Mojo	Alkochi Kare	1	4	4
Total		14	27	215	

In view of the fact that more classrooms have been added, student-classrooms have been improved and created a conducive teaching-learning environment that brings indispensable efficiency and quality of teaching. For many years most of the students had been traveling out of the Woreda for weeks, but now schools are accessible within the Woreda at a short distance from home. This has given a chance to children to have time to help their parents at home, minimized the educational cost that parents have been investing on the schooling of children and helped them to

send other children and this has opened a way to many school age children to attend school. In this, the poorest of the poor are benefited. Creating access to educational service is the way to raise individual living standards and a strategy to poverty reduction.

In addition to above numerical data the study have observed schools, latrine and library built by WVE and got eye witness in different Kebeles.

Here under Figure 3 show some sample schools built at Gidabo Jema Kebele from grade (1-8).



Source: Field Observation, Hidhabu Abote, 2017

Figure 3. Sample of 1st Cycle school Constructed by WVE in Gidabo Jema Kebele, 2007.

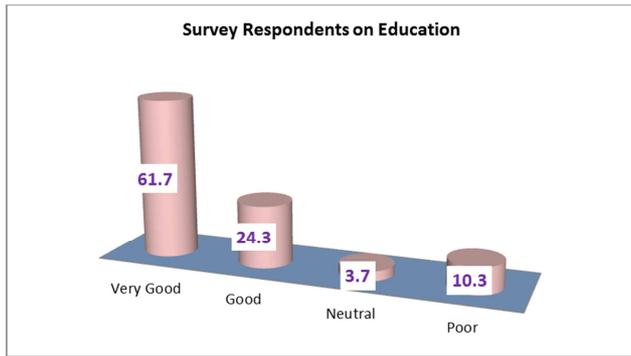
As we can see from the above figure the role of WVE is clearly indicates that playing implementer role of NGOs raised in literature review of [19] 'NGOs which are involved in a vast array of development areas such as improvements in health, education, agriculture, industrial sectors, human rights, and gender and environmental issues.'

The result was consistent with the observation of [20] the collaborating work among the government, NGOs, and Faith based organization has made progress towards achieving Education for All (EFA) in Sierra Leone. And also the results are consistent with the finding of [21] which says; international and national approaches, that NGO provision

continues to be seen as 'second-best' to state schooling, with state schooling remaining the focus of attention for EFA in Bangladesh, India, Ethiopia and Ghana.

The majority of survey responses also indicate that 61.7% of respondents replied good and the least 3.7% of survey responses show poor. Largely, 86% of the populations of the study area are happy with the contribution of WVE in the education sector. The least replied poor and neutral indicate there are demands of provision schools which are not covered by WVE.

The following Figure 4 shows survey responses on the contribution of WVE on education.



Source: Own Survey, 2017

Figure 4. The Survey Response on the Role of WVE on Education.

3.7. Sponsoring Child, Support the Poor and Persons with Disability

Sponsoring children, supporting the poor and persons with disability are other areas of WVE contribution in LED. According to interviews with Operational duality assurance Office officer of WV has to say “WVE has minimum 280-maximam 400 children in sixteen (16) Kebeles and in averages 380 children in a Kebele and Totally 6000 of children become beneficiary from 16 Kebeles. Besides children beneficiary from the organization, children families are also directly or indirectly acquired benefits from it through savings from extra expenditure for schooling, transportation and other common benefits from provided infrastructure. He said those children are called ‘Ambassadors of World Vision’. This involves regular visits to the child or child’s family, and completion of multiple reporting mechanisms and management of communication between children and their sponsors. Child sponsorship is about creating lasting change in children’s lives by transforming their communities. Sponsored children, families and the communities benefited from a variety of development program activities carried out by AP in the year 2012-2015, 6000 registered children and their families were supported with income generating activities to improve their livelihoods.

In addition to sponsoring children, 300 poor people and 96 persons living with disability were benefited from WVE.

As surveys indicate 81.8% respondents say participation of WVE in the area of children, poor and persons living with disability is very good. The evidence shows that to what extent WVE focused on vulnerable groups of the host community in protection against child right abuse and treating the poor and disabled. The least 2.8% of respondents said the role of WVE on the sponsorship is poor. This implies there are households which have no exposure to NGOs and have little knowledge about it. It also indicates there are many people who need help, but don't get opportunities.

On the other hand WV also participates in the protection of children right abuses and violation through establishing a committee known as Child Right Convention (CRC) in each Kebeles. However, almost all children are asking World

Vision to continue the provision of school materials and medical treatment until their parents become self-sufficient or the project phases out since their parents are economically weak to cover all household expenses. This finding is consistent with the finding of [11] which says the community has benefited from NGOs through children sponsorship in Antsokia-Gemeza Woreda.

Here under Table 6 shows summary of household response WVE Sponsor.

Table 6. Survey Response on the Role of WVE on Sponsoring Children, Poor and Disability.

Descriptions	Frequency	Percent
Very Good	175	81.8
Good	2	0.9
Neutral	31	14.5
Poor	6	2.8
Total	214	100.0

Source: Own survey, 2017

3.8. WASH

Regarding WASH, health experts of the Woreda said WVE have played a significant role in construction of school latrine, support school club and, provided clean water for school and community. WVE periodically gives training for mothers, teachers, health extensions, farmers, agricultural extension and others as required on nutrition and hygiene. The training enables the trainers to fill gaps in their life and plays catalytic roles for others activities. As it stated under the education role of WVE; on sanitation and hygiene in general 8 latrine block buildings with 32 doors were built in different schools in the study area. In the 2017 fiscal budget, WVE has planned to provide training to improve hygiene related problems and partner with beneficiaries to build 120 latrines for households.

In addition to above, WVE had contributed 8 Shoeshine Sheds in Ejere 01 Kebele for children and enabled them to generate income for survival and education.

In the rural village of Hidhabu Abote Woreda, getting water for daily consumption was once a tedious and time consuming task which women and girls are mostly responsible for. It was not unusual to see women and girls carrying heavy plastic or clay containers filled with water having travelled long distances for long hours each day. Obviously people go far distances to get water for cattle and households. The situation was particularly severe on women and children due to direct consequence in health related problems and waterborne diseases.

To solve this problem, the regional state of Oromia decided to build households’ water supply in 2007 for the Woreda. Water is now accessible, and the burden on women and girls has been significantly reduced. Today, the girls of the village have sufficient time to attend school, do their homework and study properly equally with boys.

The following figure 5 shows clean water provided in Gadabo Gorgisi Kebele.



Source: field observation, Hidhabu Abote, 2017

Figure 5. Sample Clean Water in Gidabo Gorgisi Kebele.

Specially; provision of tangible service on the area of clean water, community have golden statement to express the role of WVE by saying “*Eerga World Vision gara Hidhabu Abote dhu fee nama miti horriin bishaan qulqulluu dhuguu eegalee*” its translation has a meaning of “after intervention of World Vision in Hidhabu Abote not only human being but also cattle’s have been started to drink clean water. This indicates that the participation of WVE in LED played significant role in solving serious problem of host community. The evidence from field observation also indicates that WVE enables people and their cattle to drink clean water.

Multi-use schemes are utilized; community stakeholders’ economic benefits are associated with the WASH project and ensure economic sustainability of those schemes on forms of irrigation use and cattle watering. Indirect economic benefits also arise, such as: saving money that would have been spent on treating waterborne diseases and time savings for women to do other activities that can directly benefit the household. Another indirect benefit of multi-use can be the distribution and broadening of successful multi-use components. In the community of Yaya Dhaga-Bora Kebeles, community members took it upon their own initiative to construct additional irrigational channel and latrine because of the initial success that WVE constructed; the people interest increased and behavioral change was occurred regarding the management of solid and liquid waste, run-off control, and proper disposal of human and animal excreta. In all visited sites, the study had witnessed an improved sanitation condition in their environment largely because of the transition from open defecation to use of household pit latrines. When pit latrines are properly managed, human excreta can be properly disposed which reduces pathogen loading in surface water, shallow subsurface water and grazing areas.

As the study understand from interview that WVE has been playing significant role in prevention and control of communication diseases in different agro-ecological zone of the study area. The interviews particularly point that participation of WVE is more on prevention of communicable diseases like HIV/AIDS, Malaria tuberculosis and creating awareness for women on family planning.

The majority of survey conducted also shows that 57% of

respondents were replied very well. This indicates that the WVE plays on creating awareness on nutrition, hygiene is attractive. The next respondents 26.1% and 10.7% were indicate that the role of WVE on WASH in the area were poor and neutral respectively. This indicates there is existing problem on the study area were WVE and government could not covered.

The result was partly consistent with [22] which says the government and NGOs have dedicated considerable resources to improve water supply and sanitation in the Amhara Region. Table 7 shows detailed responses of households on the role of WVE.

Table 7. House Response on the Role of WVE on WASH.

Descriptions	Frequency	Percent
Very Good	123	57.5
Good	11	5.1
Neutral	23	10.72
Poor	57	26.6
Total	214	100.0

Source: Own Survey, 2017

4. Conclusion

The contribution of WVE in LED in the areas of education, sponsoring children, poor and persons with disability, livelihood and WASH alongside with government is attractive but based on the contemporary global issues and the governments LED promotion and development plan, there is less intervention in the areas of reforestation which lung for environmental sustainability.

The current approaches to LED strategies by different actors are aligning with new bottom-up approaches than exercising the traditional top-down approaches. Besides this WVE Hidhabu Abote AP act as alternative development from gross root level between states motivated LED and market driven. The collaboration of WVE Hidhabu Abote AP on the area of LED plan, implementation and evaluation align with creating linkages with different development actors – (business association, community organization and local government) is weak and not practiced as guiding principles of LED in Ethiopia particularly and legal and policy framework of LED in general. But the organization directly or indirectly participates in implementation of LED based on the WVE area programs.

Most NGOs in past development were focusing on emergency relief and aid. But WVE in Hidhabu Abote AP recently shifted towards sustainable development through solving commonly shared problems in the host community.

Align with contribution mechanism; WVE Hidhabu Abote AP has weak collaboration with other development actors. However, in giving immediate response on local problems, conduct active in professional manners, put government policy into practice, provision training to boost the capacity of the community, mobilize local resources and participating people in its own planning and implementation is in good condition.

5. Recommendations

As it is presented in analysis part the role of WVE in LED activities like; Education, sponsoring children, Poor People and Person with disability on the area WASH and livelihood alongside with government is remarkable. Specially WVE Hidhabu Abote AP have a strong stand to increase literacy through aiding Schools, establishing a Reading Camp in each Kebeles to exercise literacy campaign can be taken as best practice and experience for others NGOs. Besides this, it is also advised for WVE to increase focus on reforestation which is serious in the study area in particular and in Ethiopia generally (Environmental capacity).

To improve collaboration and linkage between government and others LED actors on planning implementation and evaluation LED activities of the Woreda; training to create awareness for government organs, business organization, community organization, NGOs and other LED actors by Government is crucial (institutional capacity). Strengthening and boosting community awareness plays a significant role in effectiveness of LED. In line with this, by building the local capacity, WVE has to work more on avoiding dependency mentality and should focus on mechanisms to reduce the culture of extravagance (individual capacity).

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