

(2001- 2013)

Kambata Development Network

P.O. Box 7667

Silver Spring, MD 20907-7667, U.S.A

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Presenter: Alemayehu Lirenso, PhD

KDN President

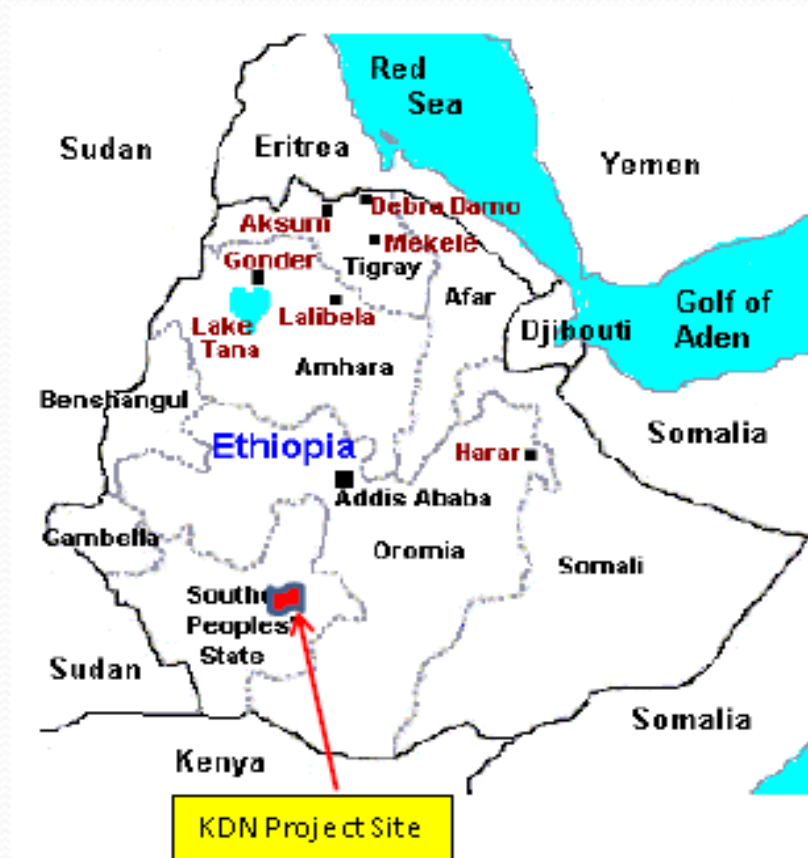
KDN was formed by Ethiopia diaspora in North America in 2001 and is registered by IRS as a nonprofit organization under 501(c) (3) code.

Federal ID #52-2314442

Its objective is to promote sustainable development in poverty-stricken regions of Ethiopia.

- **Background of the Project Area**
- **Why focus on Education?**
- **Accomplishments**
- **Future Plans**
- **Challenges**

## KDN Project Area



## Background of the Project Area

- The Kambata-Tambaro (K-T) zone is one of the nine administrative zones in Southern Ethiopia, with a total surface of 2,434 km<sup>2</sup> and a population **more than one million**. The region is situated about 175 miles (280 km) south of Addis Ababa, Ethiopia's capital. More than half of the total area is classified as hilly and mountainous.
- Like most of the surrounding regions, such as Hadiya, Gurage, Wolaita, Sidama, Gedeo, Kambata's economy is based on *enset*, a perennial crop resembling false-banana.
- The Kambatas are predominately Christians (over 98%). They are one of the most **dynamic, hard-working, and highly skilled agriculturalists** in Ethiopia. And yet, like many regions of Ethiopia and other developing countries, Kambatas suffer from unemployment, mass poverty, food insecurity, illiteracy, and communicable diseases.
- There is deep-rooted **chronic food shortage and widespread starvation** among the population.
- It is one of the most densely populated and impoverished regions of the country. Agricultural densities exceeding **500 persons/km<sup>2</sup>** in some districts. This is far above the national average of **62 persons/km<sup>2</sup>**. The density is eight times the national average.



## Background of the Project Area

- Average farm household has a more than four persons but tills a small tract of land (usually **less than 0.25 ha**) that is used to grow *ensete* (plants that resemble false bananas) and some grains.
- Scarcity of farmland and landlessness due to high population density have contributed to mass poverty, starvation and rampant youth unemployment. **Landlessness is the main reason for remaining poor.**
- The average farm income of the peasants is **less than \$0.50 per day**. This is even far below The World Bank's a \$1 benchmark used to describe extreme poverty.
- **Lack of micro credit** for those who want to engage in off-farm activities like petty trade in local markets.
- In recent years, hundreds of the unemployed youth have been pushed to make a risky international migration to other countries, mainly **South Africa**, as a means of escaping poverty and famine. Unfortunately, in the past few years, a considerable number of these out-migrants have lost their lives while traveling by road, before and after reaching their destinations.



## Background of the Project Area

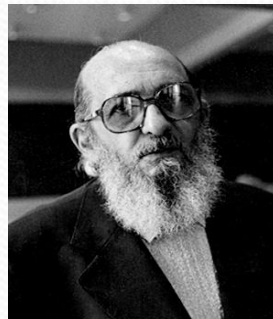
- Despite looking **green**, it is ironic that Kambata experiences population explosion and scarcity of farmland. There is a high degree of child malnutrition.





## The Need for Supporting Needy Students based on Merits.

- Scholarship has benefitted nearly 100 students coming *destitute families and high-achieving in class*.
- KDN spent close of *Birr 180,000* (more than \$13,000) on scholarship during 2004-08.
- Needy students were helped from high school through completion of college education, receiving *Birr 1,000.00* per student per year.
- There is a connection between poverty and poor academic performance
- For example, In *Pedagogy of the Oppressed* (1970), Paulo Freire , a Brazilian Educator, stated that *poverty and hunger severely affected his ability to learn*. This influenced his decision to dedicate his life to improving the lives of the poor:
- "I didn't understand anything because of my hunger. I wasn't dumb. It wasn't lack of interest. My social condition didn't allow me to have an education. Experience showed me once again the relationship between social class and knowledge"



## Why KDN Focus on Education?

- There is a **sharp decline in quality of K-12 education** resulting from poorly trained teachers, high student-teacher ratio, acute shortage of teaching materials (**books, reference materials, and science lab equipment**).
- Lack of educational facilities is also serious in the region with a total student population exceeding 150,000 in 2012. These problems are reflected on the poor performance of students in standardized tests, **with only fewer students entering higher education** after completing high schools.
- An average classroom has **over 100 students**, jumped into one small room. Most rooms have dirt floor with leaking roofs and crumbling walls.





## 2. KDN Book Donations have helped Narrowing the Knowledge Gap in Local Schools.





## KDN Scholarship beneficiaries are giving back to the society that supported them

- A significant number of the scholarship recipients have now completed a **four-year education** and are now supporting themselves and their families.
- The beneficiaries have transcended poverty and succeeded in their education with the help of KDN scholarship.
- More than 10 have become **MDs, dentists, IT specialists, university lectures**. Other college graduates have become civil servants, secondary school teachers, and agricultural experts.
- Some have started payback to the community, donating funds to KDN programs.
- Hence, KDN believed that education is an effective means to tackle poverty.
- The scholarship has inspired hundreds of students to work hard and compete to be selected.



## How the Scholarship Candidates are Selected- Based on Need and Merits

- The KDN scholarship has **gained popularity** among the local population. You can hear even peasant farmers sending their children to schools talk about it.
- The selection process has involved many local people:
  - Zone school administrators
  - School principals
  - teachers
  - local community elders
  - *Kebelies social Committee*

Who have helped KDN verifying and corroborating the financial needs of the scholarship candidates.


- To make all these people participate in the program is a success by itself.
- The scholarship has been **fairly distributed** among eight high schools and the selection was less biased partly because it was **based on G.P.A** (not ethnic background of the student).



## KDN Scholarship Applicants are Carefully Screened

Page 1 of 2 **KAMBATA DEVELOPMENT NETWORK**  
P.O. BOX 27175, WASHINGTON, DC 20038-9998, USA  
WWW.KDNETH.ORG; ADMIN@KDNETH.ORG

**2009-10 Scholarship Application Form**  
(only applications submitted in this original form will be considered)



**1. Name of Applicant**  
Name (first, father, grand father): TAGAY ELIAS KURASE

Sex: Male ☐ Female ☒ Date of Birth 15/10/1984 (mm/dd/yyyy)  
Place of birth (Wereda, Zone, State): ANGACHA, KAMBATA TAMBARO, SONOPR

**2. Home Address**  
Kebele or Town: GUBENA Wereda: ANGACHA Zone: KAMBATA TAMBARO

**3. School Enrolment History**  
Name of last Junior Secondary School attended: GUBENA  
Wereda: ANGACHA  
Name of Current High School: ANGACHA Grade: 9  
Address (Town) ANGACHA Wereda ANGACHA

**4. Academic Performance History** (Complete wherever applies to you and attach a copy of grade reports)  
A. Grade 8<sup>th</sup> National Examination Score: 98.9 Year (E.C): 2000  
B. Grade 9<sup>th</sup> GPA/Average Score: 94 Class Rank: 1  
C. Grade 10<sup>th</sup> GPA/Average Score: \_\_\_\_\_ Class Rank: \_\_\_\_\_  
D. Grade 10 General Secondary Education Certificate GPA: \_\_\_\_\_  
E. Grade 11<sup>th</sup> GPA/Average Score: \_\_\_\_\_ Class Rank: \_\_\_\_\_


**5. Parent's Education & Occupation**  
A. Father's (Guardian's) educational level: 12 Occupation Farmer  
B. Mother's (Guardian's) educational level: - Occupation -

**6. Volunteer Activities:**  
A. Have you volunteered for HIV/AIDS Awareness Education programs, Adult Literacy Campaigns, Reforestation/Environmental Protection Campaigns, Promotion of local culture, or other related public services in the past? Yes ☒ No ☐  
B. If yes, mention the date, location, name of the program and the sponsor.  
Date: from \_\_\_\_\_ to \_\_\_\_\_  
Location (Kebele/Town/Wereda) \_\_\_\_\_  
Name of Program(s) \_\_\_\_\_  
Sponsoring Organizations \_\_\_\_\_  
C. If no, are you willing to volunteer? Yes ☒ No ☐ Not Sure ☐

I certify that the above information is correct and true to the best of my knowledge.  
Signature: TAGAY ELIAS KURASE Date: 03/11/2009 (mm/dd/yyyy)

Page 1 of 2 **KAMBATA DEVELOPMENT NETWORK**  
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**2009-10 Scholarship Application Form**  
(only applications submitted in this original form will be considered)



**1. Name of Applicant**  
Name (first, father, grand father): AYELE MARKOS HIRIGO

Sex: Male ☒ Female ☐ Date of Birth 20/12/1987 (mm/dd/yyyy)  
Place of birth (Wereda, Zone, State): ANGACHA, KAMBATA TAMBARO, SONOPR

**2. Home Address**  
Kebele or Town: KELAMA Wereda: ANGACHA Zone: KAMBATA TAMBARO

**3. School Enrolment History**  
Name of last Junior Secondary School attended: KELAMA  
Wereda: ANGACHA  
Name of Current High School: ANGACHA Grade: 9  
Address (Town) ANGACHA Wereda ANGACHA

**4. Academic Performance History** (Complete wherever applies to you and attach a copy of grade reports)  
A. Grade 8<sup>th</sup> National Examination Score: 99.84 Year (E.C): 2000  
B. Grade 9<sup>th</sup> GPA/Average Score: 90 Class Rank: 1  
C. Grade 10<sup>th</sup> GPA/Average Score: \_\_\_\_\_ Class Rank: \_\_\_\_\_  
D. Grade 10 General Secondary Education Certificate GPA: \_\_\_\_\_  
E. Grade 11<sup>th</sup> GPA/Average Score: \_\_\_\_\_ Class Rank: \_\_\_\_\_

**5. Parent's Education & Occupation**  
A. Father's (Guardian's) educational level: - Occupation - (Dead)  
B. Mother's (Guardian's) educational level: - Occupation -

**6. Volunteer Activities:**  
A. Have you volunteered for HIV/AIDS Awareness Education programs, Adult Literacy Campaigns, Reforestation/Environmental Protection Campaigns, Promotion of local culture, or other related public services in the past? Yes ☒ No ☐  
B. If yes, mention the date, location, name of the program and the sponsor.  
Date: from \_\_\_\_\_ to \_\_\_\_\_  
Location (Kebele/Town/Wereda) \_\_\_\_\_  
Name of Program(s) \_\_\_\_\_  
Sponsoring Organizations \_\_\_\_\_  
C. If no, are you willing to volunteer? Yes ☒ No ☐ Not Sure ☐

I certify that the above information is correct and true to the best of my knowledge.  
Signature: AYELE MARKOS HIRIGO Date: 03/11/2009 (mm/dd/yyyy)







## KDN Scholarship focus increase female participation in education

- Scholarship priorities were given to girls coming from economically disadvantaged families. The purpose was to encourage female enrollment and participation of in education .





## Why KDN Needs to Support Local Artisans and Their Children

- Scholarship priorities were also given to students coming from a neglected, low social class known as *fugas*.
- The *fugas* are socially alienated by the *womanos*, the higher social class, despite the fact that they carry the whole Kambata society. The purpose was to encourage the enrollment and participation of *fuga* children in education.





## The Role of *Fugas* in Kambata Society

- The artisans support the Kambata society by providing several essential skills that others can't do or not willing to do. Among the products made by *fugas* are:
- Traditional **ceramic products** including water pots, griddles, bowls, pans, cups, oven racks, etc.,
- Traditionally **processed and softened hides and skins of animals** used as sacks, mats, beddings, and clothing,
- Manually **processed wood products** including stools, boxes, coffins, shelves, windows and entry doors, and drums. Some of these products are made based on customer order but most are designed and produced to meets the needs of the general public.
- They don't have formal training in pottery, tannery or woodwork but and yet possess important skills learnt through experience.

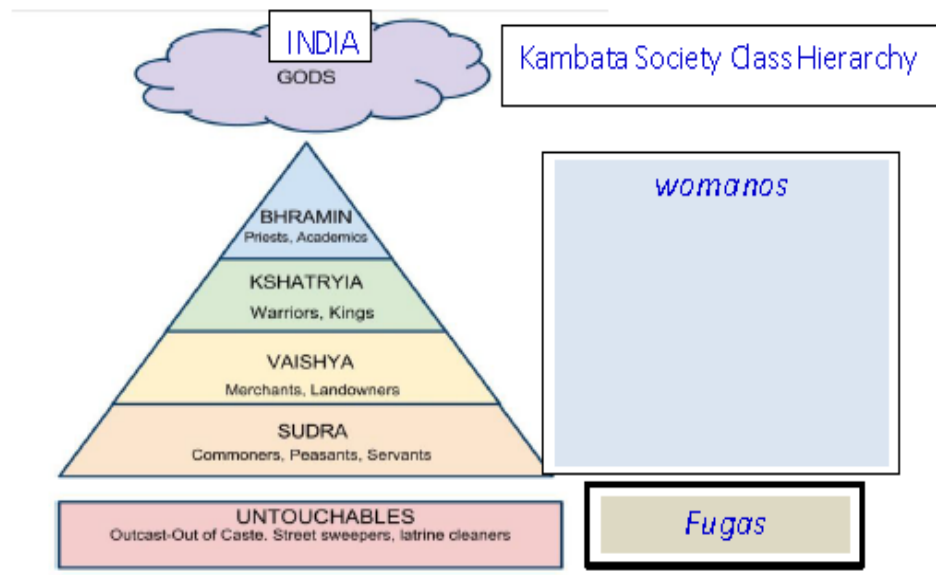
## 2. The Forms of Social Discrimination Against *Fugas*

1. They are **denied the right to own land** of their own and live as subordinates to those who own land;
2. Because of landlessness they **don't have direct access to clay** needed for making pottery and have to depend on those who have land to get clay;
3. They are exploited by their masters who own land as the landlords **force them to do hard and unpaid work**. Their dependence on land owners as well as any refusal to work exposes them to unexpected evictions when they are not in good terms with the landowners,
4. They have **no access to credit** because they lack collateral.
5. To say the least, rural artisans (especially children and women) in Kambata are destitute, more insecure and vulnerable to rural poverty, food insecurity, and malnutrition.
6. In addition economic hardship, *fugas* are not allowed to build their houses on the same tract where people of a higher social class (*womanos*) live, are not expected to shake hands with others who consider them somehow '**untouchables**', and do not marry people of a higher class. This type of discrimination is akin to the *caste system* practiced in India.
7. They **discouraged from sharing private transportation** with people of a higher class and are not allowed to share the same burial grounds with people of a higher class.



## The Forms of Social Discrimination Against *Fugas*

- The Ethiopian educational system is not discriminatory in terms of gender or class. But the most disturbing things about *fugas* is that most of the their children don't attend local schools.
- The *fuga* children shun going to school and stay at home assisting their parents. This is in fear of possible rejection by children from higher class families.
- To date, there aren't development or social programs that encourage them to participate in modern education. This sort of discrimination shows that the artisans are being denied basic human rights to livelihood in violation of human dignity.



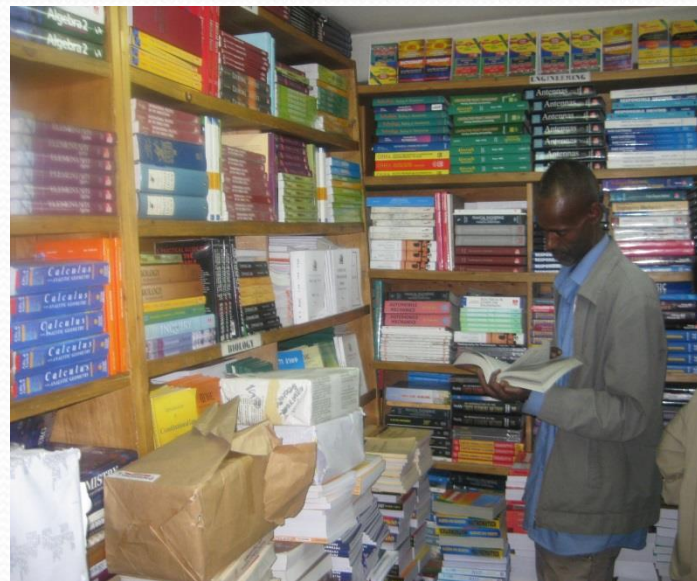
## KDN Book Donations have helped Narrowing the Knowledge Gap in Local Schools.

- So far 7 high schools (*Amacho Wato, Angacha, Durame, Shinshicho, Doyogena, Mudula and Adilo* high school Library) have benefited from the donations of thousands of new books. Teachers and students are now using the books and other teaching materials daily. The donations has helped filling the knowledge gap and raising academic performance.





Books Donated Books to Local Schools are Need-based, fit within the local curriculum, and are identified by the Principals and the teachers





## 2. KDN Book Donations have helped Narrowing the Knowledge Gap in Local Schools.





## 2. KDN Helped building a Library for a local High School.



## KDN Supporters

1. Generous and sustained donations from committed people and organizations. The donors have inspired us to do more for KDN and its causes.

The following individuals and organizations have supported the KDN programs by donating \$1,000 to \$5,000 at a time.

1. Prof. Lemma W. Senbet (based at University of Maryland)
2. Dr. Kassamo Dayamo (Based in South Carolina)
3. Dr. Haile Larebo (Based in Atlanta, Georgia)
4. Fisher Family Foundation based in USA through Barcy Fisher
5. VMWare Foundation

2. The KDN Website/facebook has increased international awareness by many people and organizations. Some donors and those who seek to cooperate with KDN have approached us after reading the website information.

3. Publication of Bulletins - KDN published two bulletins, expressed its short-term and long-term intent, and distributed it all who are in its mailing list.



**KDN Tenth Anniversary & Fund Raising Even was celebrated in Silver Spring MD, May 7, 2011.**





## 2. KDN Tenth Anniversary & Fund Raising Even was celebrated in Silver Spring MD, May 7, 2011..





## How and Why KDN has Succeeded

### Reliance on volunteerism.

- KDN Policy is to spend Less (less than 10%) on operational costs and use more than 90% of the funds to benefit the target population.
- The executive and local committees cover some of the expenses out of their pocket.
- We are committed to spending less on travel expenses or per diems when program are implemented

### Determination of Executive Committee to push KDN programs to success.

- In the absence of a business manager, Executive Committee members and their family have sacrificed much time and money to do KDN day-to-day activities.
- The same dedication is seen among the local committee members - There was a time when the Local KDN Committee has to walk for miles to reach Mudula high school scholarship beneficiaries when their vehicle got stuck in the mud.
- Thanks to the Local Committee members, Afework Ayele, Ato Kassa Lafabo, Ato Bogale Anulo, Ato WoldeMeskel G/Mariam and Dr. Kabeto Bateno for the flawless, unrelenting dedication and volunteerism demonstrated in the implementation of KDN scholarship and book donations.

## How and Why KDN has Succeeded

- **Support by Zonal Education Desk office** - Thanks to the zone education desk officers who coordinated and helped the local committee in the scholarship selection and fund disbursement processes.
- **Successful use of technology** - We have successfully used the technology (telephone, email, texting, teleconferencing , etc.. to communicate and to conduct meeting.
- In conclusion: A good understanding and comradery among Executive Committee Members and between KDN Executive Committee and KDN Local Committee have contributed to the successes in the last ten years. We worked as a family.



## KDN's Short-term Plan (12-24 Months)

- Continue donation of books & educational materials including science lab equipment to four high schools, *Damboya, Duna, Tunto, Yakatit 12, and Wachamo high schools*.
- Provide computers and computer training where electricity is available
- *Estimated cost is Birr 280,000 – 300,000 (approx: \$16,000 - \$20,000)*
- Resume scholarship program for outstanding students facing financial hardship (30 students each year). Estimated cost is *Birr 60,000 per year (approx. \$4,000 per year)*.

## KDN's Medium-term Plan (3-5 years)

- Micro-finance to local artisans. The main purposes of this project are:
  - Empowering the poor and marginalized artisans by providing micro-credit needed for running their livelihood activities,
  - Alleviating rural poverty in resource constrained regions through promotion of non-farm self-employment schemes,
  - Promoting self-esteem and self-confidence of the rural artisans (especially *fugas* and *tummanos*) currently facing stiff social discrimination,
  - Promoting social equality by providing education about basic human rights,
  - Increasing the participation of *fugas* and *tummanos* in economic, social and political affairs affecting the communities.
  - Encouraging *fuga* children to participate in modern education by providing incentives including scholarships and child sponsorship.



### 3. KDN's Medium-term Plan (3-5 years)

- Provide micro-finance to needy rural women. The main purposes of this project are:
  - Empowering poor rural women by providing them micro-credit needed for running small-scale non-farm enterprises,
  - Alleviating rural poverty in resource constrained regions through generation of non-farm self-employment schemes,
  - Reducing female dependency on males, and
  - Promoting gender equality.

### 3. KDN's Long-term Plan (5-10 years)

#### **Long-term Plan**

- Drill wells in areas where there are acute water shortages or conflicts over water usage.