

51779



**UNITED NATIONS  
ECONOMIC AND SOCIAL COUNCIL**

---



Distr.: LIMITED

E/ECA/PAMM/HRP/85/6  
July 1985

Original: ENGLISH

**ECONOMIC COMMISSION FOR AFRICA**

**REPORT ON NATIONAL WORKSHOP ON NON-FORMAL EXTENSION EDUCATION  
AND GUIDANCE AND COUNSELLING SERVICES FOR  
JUNIOR PERSONNEL INVOLVED IN FAMILY  
AND SOCIAL WELFARE SERVICES**

Group I: 17-26 June 1985

Group II: 1-11 July 1985

(Debre Zeit, Ethiopia)

# FOREWORD

This report refers to that part of the programme for which ECA was responsible. It does not include those parts of the programme which were taken by other resource persons. The full list of topics covered during the workshop is shown in Annex I and the ministries/departments or organizations which provided the resources persons in Annex II.

The actual workshop was conducted in two stages. The first group of 39 participants attended the workshop from 17-26 June 1985; and the second group from 1-11 July 1985 all in Debre Zeit (see Annex III). The Ministry of Labour and Social Affairs was responsible for a composite report that was to be submitted to the Minister for Labour and Social Affairs; whereas this report was to be submitted to the Ministry of Labour and Social Affairs and for distribution to participants.

## I. Organization

The workshop was organized by the Ministry of Labour and Social Affairs and held at one of the Youth Training Centres in Debre-Zeit, Ethiopia. The Economic Commission for Africa was requested by the Ministry to assist in conducting the workshop by providing lectures in Non-Formal Extension Education and Guidance and Counselling Services and by relating these subjects to youth problems. The workshop was organized in two parts: from 17-26 June Part I and 1-11 July Part II. Two resource personnel from ECA - Human Resources Development Section participated in the two parts of the workshop.

## II. Participation

The first part of the workshop was attended by 39 and the second by 40 participants, a total of 79 junior personnel drawn from ministerial departments for family and social welfare services. Other participants were drawn from agencies such as Rehabilitation for the Disabled (RAD) and Revolutionary Children Amba (RCA). The participants known as Junior Experts were drawn from Regional Offices of the Ministry of Labour and Social Affairs.

## III. Objectives of the Workshop

To enhance the work and performance of junior personnel involved in family and social welfare services, the workshop was organized to provide some basic knowledge and skills in areas such as Non-Formal Education, Guidance and Counselling Services, Project Development and Rural Vocational Rehabilitation. The specific objectives of the workshop were:

1. To exchange work experiences and discussion among Junior Experts or personnel in the field of Family and Social Welfare Services;
2. To give the insight of project development and implementation;
3. To create awareness in the organization and management of programmes in youth problems, guidance and counselling services and non-formal extension education;
4. To give training and skills as to how experts handle or help disabled families and disabled children.

## IV. Programme of the Workshop for ECA Contribution

In pursuance of the above general objectives of the workshop, ECA's contribution to the workshop covered the following topics:

A. Guidance and Counselling Services:

- (i) Definition of Guidance and Counselling
- (ii) Reasons for providing guidance and counselling services
- (iii) Principles of Guidance and Counselling
- (iv) Family and social oriented guidance and counselling services
- (v) The role of social and field workers in guidance and counselling services

B. Non-Formal Extension Education

- (i) Identification of the clientele for non-formal education
- (ii) Understanding the social and cultural setting of the learner
- (iii) Basic youth problems
- (iv) Minimum learning needs
- (v) Some basic issues on non-formal education in Ethiopia

V. Proceedings of the Presentation of the Above Topics

A. Guidance and Counselling Services

Guidance and counselling topics were presented with due consideration of the level of the participants and their involvement at work. Presentation aimed at providing participants with basic knowledge and information (in guidance and counselling) which they may use in extending their activities to include guidance and counselling services.

(i) Definition of Guidance and Counselling

In order to understand concepts of guidance and counselling, the following definitions were given:

- (a) Guidance: is a helping process in which help is given to the individual in exploring and understanding his world so that he/she may take or make wise decisions concerning his life and contribute to the society. Within the guidance process, the aim is to make the individual seek to define the most effective role which he wants to perform in the society based upon what he can realistically do. Guidance services provided within the school system for example aims at helping a student within the school and outside the school seeking educational help to understand ones abilities and interests. To understand student's strengthes and weaknesses so that individuals are guided towards a realistic approach in utilizing their abilities and relating their subject-choices towards future career plans.
- (b) Counselling is the process by which persons with emotional problems are helped to solve them. The area is a sensitive one because it impinges on the very core of one's being and involves factors like cultural context in which the problem occur, the personality of the individual and his value system. As in the case of educational and vocational guidance, it is not a matter of providing factual information to the student or to an employee,

but of helping him arriving at a functional self-concept. The interpersonal relationship between the counsellee and the counsellor is of paramount importance.

Family and social welfare services involve guidance and counselling services because the social worker or field community officer has to deal with numerous problems confronting the youth as he seeks to assimilate all the changes brought to his surrounding by development.

(ii) Reasons for providing guidance and counselling services

The following factors were discussed:

- (a) We have moved far away from the type of simple society that our forefathers had where one learnt and what one did were one and the same;
- (b) Education has become the responsibility of the state and so is a highly institutionalized undertaking. At present, there is an increased demand on educational responsibilities to prepare nationals for the country's labour market;
- (c) Because of the time gap the relevance of what we do in schools to the adult responsibilities of the future is not clear;
- (d) Modern societies are complex and so require an extended and multi-dimensional training;
- (e) Youth movements from rural to urban (towns and cities) is creating social and urban oriented problems such as drug abuse, smoking, drinking, early pregnancies, family disintegration (financial and educational) all of which call for guidance and counselling services;
- (f) New technology: With advanced new technology e.g. computer etc., the whole concept of learning and of the working span of the future may be different and the effect of technological changes upon each individual in the society may become dramatic. The point is that a advanced technology carries with it implications for education and training, the development of human resources, changes in social structure and, therefore, the need for systems of guidance to assist persons understand and plan in accordance with the transformation taking place in their nations;
- (g) At this stage, we may add that the values of the educational system with its emphasis on personal decision-making, freedom of choice and self-actualisation may be in conflict with the value system of some of the traditional societies. We should be aware of this possibility and guide the youth into stage of personal development when they can make a choice of their own value system.

These factors augment the need for providing guidance and counselling services.

**(iii) Principles of Guidance and Counselling**

As already defined, guidance is a very broad term used to describe those services that aim at improving and maintaining a balanced environment for effective work, or in case of a school situation for effective learning both in the class-room and out of the class-room. The basic principles and or features of guidance services include: information, testing, referral, individual appraisal, follow-up and counselling.

- (a) Information: Information giving is part of the guidance services. A great variety of information services are offered through the guidance programme. As part of the pre-admission or orientation programme, students, trainees or workers receive information before or upon entering the school, the place of work. Occupational information for example may include: jobs and occupations, duties, requirements for entrance, condition of work, rewards offered, advancement pattern etc.
- (b) Testing: Tests are systematic procedures for attempting to bring to light and relevant differences among individuals. Tests have the potential to reveal, in a reasonably objective way, where, and how sizeable, a person's strengths and weaknesses are relative to other people. Testing in guidance services help counsellors to identify the talents, interests and aptitudes of his counsellee; they help to identify counsellees with special problems that may require immediate attention etc.
- (c) Referral: In the case of critical behaviour patterns which the counsellor alone is not able to handle the situation, the counsellor refers such cases to relevant specialists. Such behaviour concern may include: (i) emotional problems such as anxiety, hyperactivity, immaturity; (ii) intellectual disabilities such as short attention span, low ability, defective memory and so forth.
- (d) Individual Appraisal: This service include the use of (i) non-test that is, the observation method, anecdotal records, cumulative records, autobiography etc. (ii) tests this include the use of achievement tests, aptitude tests etc. for individual appraisal.
- (e) Counselling: This has already been defined helping individuals to articulate their needs and to relate them to the options available.
- (f) Follow-up: Counsellor will need to make follow-up the counsellee in order to determine the effectiveness of the guidance and counselling services given to the counsellee. If not successful, plan of action may be necessary to improve the situation of the counsellee.

**(iv) Family and Social-oriented Guidance and Counselling Services**

Since counselling is a therapy to most of the problems of humanity, and that social service is a professional help given by an expert to a person in need of social assistance, it is proper to regard counselling as a very effective instrument to be used to enhance the attainment of social goals.

These goals include: strengthening of the institution of marriage, minimizing the incidence of juvenile delinquency, improving child care practice, rehabilitating the disabled, helping the young unmarried and illiterate mother etc. Hence, guidance and counselling services in social and welfare services should be more attuned to assisting children, youth and adults having social and psychological problems within the family, home and the community as a whole.

(v) The Role of Social and Field Workers in Guidance and Counselling services

The junior expert engaged in family and social welfare services may play his/her role in guidance and counselling services by:

- (a) guiding individuals (in need) in making decision, choosing a career, planning for a career, planning for vocational training and helping the individual to engage himself/herself in income generating activities;
- (b) carry out counselling sessions with individuals having social, psychological etc. problems which may require more than just a regular visit;
- (c) guiding and assisting handicapped individuals into career choice planning and guiding them toward self understanding of their physical limitations;
- (d) carry out case studies of individuals with a view to assess the nature of the problem of each individual studied and determine ways of helping the clients;
- (e) arrange for interviews and group discussions with clients' parents, relatives and or guardians;
- (f) collect and disseminate information on appropriate training and employment opportunities;
- (g) organize orientation seminars for the young girls and young unmarried mothers giving them guidance in family life education, child care, health, food and nutrition etc.;
- (h) establish co-operation and co-ordination of activities with various professionals for referrals.

The Junior Expert may carry out these services through group and individual counselling, observation, case studies interviewing and information giving.

Discussion:

Issues for discussion included:

- (a) Cultural aspects in counselling: This included problems of counselling within a given cultural setting;
- (b) Youth problems and how to counsel the youth;
- (c) Problems in setting guidance and counselling programmes and their implementation (these included, shortage of skilled personnel, financial resources, time available in extending current work activities to include guidance and counselling services).

#### B. Non-Formal Education

In presenting this topic, a definition of the term "non-formal education" was given to the participants by referring to it as that education which is:

- (i) provided to youths and adults outside the formal system which does not lead to any value added paper qualification but provides the client with functional knowledge and skills for productive work, and
- (ii) provided to youths and adults outside the formal system leading to paper qualification. This being deliberately provided as a second chance education intended to have the same results as normal formal education.

During the workshop, emphasis was placed on the first type of the definitions although a lot of interest was generated with the second one. Having defined non-formal education an identification of the clientele for non-formal education was made.

Some attention was focused on neglected groups in society such as the parentless pre-school age children or similar children from deprived members of society who could not be sent to nursery schools. Most of these children were not also sent to ordinary schools at the right age. In the process, they became problem children in both urban and rural areas. A second group was that of school age children who had no access to education. This constituted a large portion of those in need of non-formal education through literacy programme. Thirdly, there were those children who had dropped out of the formal school system for various reasons.

#### Clientelle for Non-Formal Education

During the workshop, participants agreed that the clientele for non-formal education should include:

- (a) youth and adults in economically depressed areas;
- (b) illiterate youths and adults;
- (c) groups of youths and adults who are in one way or another disadvantaged;
- (d) youths and adults from the country's pockets of poverty;
- (e) youths and adults from marginal areas;



- (f) specific groups of adults from both rural and urban areas e.g.:
  - (i) traditional craftsmen/artisans including vendors, entrepreneurs, cobblers, builders, carpenters, blacksmiths, weavers etc.;
  - (ii) traditional healers, midwives and medicine men;
  - (iii) clubs and special interest groups, e.g. youth/women clubs local co-operatives etc.;
  - (iv) peasant farmers, small businessmen and illiterate workers;
- (g) all who need re-education and second-chance education;
- (h) retirees and the
- (i) rehabilitated and prisoners.

The participants felt that these groups face a number of problems among which was the search for income earning opportunities or for some self-fulfilling achievement. Such groups also want society to recognize their problems and make an effort to try and solve them.

It was therefore agreed that strategies for non-formal education clientelle should include:

- (i) identifying the needs of the concerned areas, thus coming out with an occupational classification, occupational discrepancies, categorised groups of people with common needs, and possible content of a programme to meet the needs identified;
- (ii) identifying existing resources, including available local leadership, common medium of communication (language) and local agencies which would be willing to help in the non-formal education endeavours;
- (iii) motivating and convincing the clientelle to internalize the worthiness of the envisaged programmes in non-formal education.

While it was easy to identify clientelle for non-formal education, many programmes tend to suffer because of the lack of effective personnel with knowledge and skills in the planning of non-formal education; in the coordination of youth programmes, in managing individual non-formal education programmes; and in the day-to-day instruction and non-formal education methodology.

#### The Social and Cultural Setting of the Learner

A distinction was made on the various stages a child passes enroute to adulthood.

##### (a) Infancy and early childhood

0-5 years during which time some children attended nursery schools and kindergartens. Rural children in many developing countries including Ethiopia had no access to such nursery schools. In urban areas especially, Addis Ababa working parents made sure that their children attended nursery schools.

- (b) Childhood 6-12 years the period for primary schooling
- (c) Adolescence 13-18 years when most of them attend secondary schools
- (d) Post-adolescent youth and young adulthood 19-24 years for the tertiary level.

These divisions, it was pointed out, by age groups/brackets based on the sociology and practices of developed countries was inappropriate in meeting the minimum essential learning needs of the youth in developing countries. In Ethiopia most youths attending secondary level programmes were not necessarily in the 13-18 years age group. There were a number of them who had not had the chance to go to school before the Revolution in 1974. Enrolment at evening classes at both the second and third levels had increased greatly over the last five years.

Youths in rural areas of Ethiopia had assumed full responsibilities of adulthood as defined by their traditional society. They were performing adult tasks of looking after herds of cattle, flock of sheep, farming, and other adult chores. Urban youths were engaged in different duties.

Emphasis was placed on the fact that formal education was equipping the youth for white collar employment or was more appropriate to the modern sector. Few of the youths were equipped with knowledge and skills to be fully productive in rural areas.

During the workshop rural development was defined to mean rural transformation, i.e. change produced not only in the methods of production and of economic institutions but of the social and political infrastructures as well as transformation of human relationships and opportunities. The Revolution had brought in a lot of social, economic and political changes in the country, and the goals of rural development were:

- (i) to ensure increased productivity;
- (ii) to ensure equitable distribution of income;
- (iii) generate employment and self fulfilment;
- (iv) to bring about land reform;
- (v) to bring improved health, better nutrition and improved living conditions;
- (vi) enhance educational opportunities for all;
- (vii) strengthen co-operation among local communities and
- (viii) promote social justice and
- (ix) eradicate illiteracy and mass poverty.

During the workshop, it was pointed out that the urban economies and centres of socio-economic activities could not solve rural problems of developing countries especially rural unemployment. It was not enough simply to create jobs in urban areas to drain off surplus rural labour. Rural population continued to increase at a rate faster than that of job creation. There was need to increase real investments in rural areas if rural-urban drift was to be halted.

### Basic Youth Problems

While youth problems were common to many African countries, a number of them were considered more applicable to the situation in Ethiopia amongst these were:

#### (a) Alcoholic addiction:

Many young fellows were taking to heavy drinking especially in secondary schools and at the University. Drunken students were seen both during the week and at weekends. Although this did not seem to constitute a serious problem to the country, it was a growing problem as a number of towns/cities were becoming more affluent. The participants observed that in urban areas, a number of youths (boys and girls) were taking to alcohol out of frustration, disappointment and a whole host of problems.

#### (b) Drug addiction

Closely connected with the drinking was drug addiction and some cases of heavy smoking at an early age. While it is true to say that this may not yet be a serious problem for the country, there were too many cases of youngsters taking to the chewing of "chati" (the green chewable leaf) - a kind of drug addiction. There were also cases of youths taking drugs, hemp and other addictions. Others take to heavy smoking at a very early age. In both cases, the root cause is frustration and lack of parental responsibility. This problem is bound to become a serious one as the country becomes more affluent.

#### (c) Crime and Lawlessness

Most of the youths who drop early from the educational system and have no means of livelihood become criminals, by stealing and breaking things. In towns, the rate of crime was on the increase every year as the number of jobless youths increased. A few became street beggars to sustain themselves. Many unemployed youths loiter around the streets of towns/cities hoping something turns; and in the process they commit one or two minor crimes. To deal with this a few youth programmes should be instituted to ensure that as many youths as possible are productively engaged.

#### (d) Pregnancies and Early Marriage

While early marriages were not common in urban areas, the rate of pregnancies was on the increase. There were many children born outside wedlock of youngsters who were still at school or had dropped from school. In spite of the customs and traditions being strongly against children being born outside wedlock, many girls were becoming pregnant who were not married. This was a very serious problem in spite of the efforts in family planning and sex education by national associations and other authorities.

Again in urban areas, the realities of the economic situation were having effects on unfortunate young girls who ended up having unwanted babies. These in turn became a problem to society for having no parental care. They became delinquents and street beggars.

On the other hand, rural areas were experiencing young girls getting married very early before completing secondary education. Marriage in rural areas brought with it some form of security, and if a girl can get a husband, there was more security in it than pursuing an education upon the completion of which, a person could still be unemployed and continued to depend on her parents for livelihood.

#### (e) Unemployment

Participants felt that unemployment was perhaps the most serious of the problems. The majority of youths completing 12th grade did not have any form of employment, be it self or salaried. The major problem was that education in the country was geared to serving the modern sector and not the traditional or rural sectors with the consequence that most of the 12th grade leavers drifted into Addis Ababa to look for jobs of any kind. Unfortunately, Addis Ababa or the modern sector of Ethiopia was not able to absorb them. In any case the modern sector could not absorb them without pre-service training. Hence the need for youth training programmes.

#### (f) Lack of Educational/Training Opportunities

Educational opportunities were very limited for many youngsters. There was a lot of "pushout" by the system since a good number were unable to proceed to say, higher level studies after completion of 12th grade. Rural youths had very little access to extension studies provided by the Addis Ababa University, and training opportunities were limited to most rural youths. In urban areas there were opportunities for evening classes both for ordinary general education as a second chance for those who wanted education and for a number of training such as typing, accounting and commercial studies.

Closely associated with this problem is the lack of guidance and counselling at secondary level to properly advise students on employment opportunities available. The consequence has been an ever increasing drift of school leavers into the cities/towns where there is always hope of picking something for a living.

#### Minimum Essential Learning Needs

During the workshop, consideration was given to what would constitute a minimum package of skills, knowledge and attitudes which every young person in a given society needed to acquire/possess for effective and satisfying adult life. Amongst these:

(i) Positive attitudes towards co-operation with/and help to one's family and fellow citizens in the community; towards work and national development and duties and positive attitudes towards continued learning and the development of ethical values.

(ii) Functional literacy and numeracy sufficient to read with comprehension national papers and magazines and to write a letter legibly, and to make arithmetical calculations in everyday business or activities.

(iii) Scientific outlook an elementary understanding of the process of nature in the particular area as for instance, the essentials of health, agriculture and nutrition.

(iv) Functional knowledge and skills for raising a family and for operating a household, including the essential elements of family health, family planning, nutrition, sanitation, child care, cultural activities, food production and preservation etc.

(v) Functional knowledge and skills for earning a living whether in salaried employment or self employment;

(vi) Functional knowledge and skills for civic participation in national history, national ideology, politics, local government, civic duties and an understanding of one's society, and available social services etc.

These minimum essential learning needs differ from one setting to another to allow for factors that influence social, economic, educational, cultural and political development.

#### Other Major Issues

During the workshop, emphasis was also made of the fact that in 1974, when the Ethiopian population was estimated at 26.6 million people, on 2.6 million people above the age of ten were estimated to be literate and this figure included all the output from the formal educational system. In terms of literacy, this figure represented an illiteracy rate of 87% of the age group ten and above, and a rate of 93% for the entire Ethiopian population.

A more significant feature at the time was the fact that of that total population, 18.5 million were above the age of ten, of whom 16.5 million lived in rural areas pacing between poverty and bare subsistence; and less than one million of this rural population could read and write.<sup>1/</sup> This contrasted sharply with the two million people living in urban areas of whom 48% were considered literate.

---

<sup>1/</sup> Source: Ministry of Education, Addis Ababa.

This elitist approach to education hindered progress and development. Thus the Revolution would not make much progress unless there was fundamental change in the education system and its development. This change was needed in both formal and non-formal education to ensure that the population was equipped with the right knowledge skills and attitudes for fuller participation in national affairs.

In this regard, the Government's objectives in the development of non-formal education were to:

- (a) develop critical understanding of the major problems of social change following the Revolution;
- (b) develop the aptitude for acquiring new knowledge, skills, attitudes and forms of behaviour;
- (c) develop the individual's conscious and effective incorporation into the world of work and
- (d) promote an increased awareness of the relationship between the various people of Ethiopia and their physical and cultural environment and create an understanding for respect for the diversity of customs and cultures in Ethiopia.

In specific terms, non-formal education was being developed to:

- (i) provide functional literacy education for the broad masses who had never had the opportunity of attending formal education;
- (ii) provide functional remedial education for the majority of young people who had prematurely dropped out of the formal system for lack of educational opportunities;
- (iii) provide a second chance education at the secondary and third levels in order to improve the basic knowledge and skills of most young people;
- (iv) provide in-service on-the-job training for the different categories of workers and professionals in order to improve their skills; and
- (v) to give the adult population the necessary aesthetic, cultural and civic education for public enlightenment.

In pursuance of these objectives one of the priorities of government was to develop a programme for the total elimination of illiteracy in Ethiopia. Young men and women from secondary schools and higher institutions were called up to help in the literacy programme. In both rural and urban areas, those who had attended formal education were expected to help - with the implementation of the programme. In effect many of the non-formal education programmes developed after the Revolution have helped the Ethiopian youth improve their knowledge and skills essential for national development; as was recently shown in the youth's participation in the Relief and Rehabilitation programmes.

One of the observations made during the workshop was that when non-formal education is used as a stepping stone to a job, its programmes are more vocation-oriented, and where people want to use it as access route to higher educational achievements, it will be more academic in its approach. In this latter regard, the nation becomes more conscious of the ladder of educational achievement and expect to be awarded certificates, diplomas or degrees at each successive terminal point or rung of the educational ladder (Figure 1).

The workshop was however concerned with the view that non-formal education should be concerned with the problems of learning effectiveness and real life situations and issues. It should be concerned with facilitating the acquisition of knowledge, skills and attitudes for solving life problems. It was pointed out that the effectiveness of non-formal education lies in its application to solving every day life problems such as those associated with illiteracy and self-sustenance.

A Ladder of General Education\*

9th citizen award	_____	Post-graduate degrees
8th citizen award	_____	University degrees
7th citizen award	_____	University Diplomas/certificates 1-3 years, vocational/technical
6th citizen award	_____	Post-secondary, technical/ vocational/professional training non-university 1-2 years or 3 yrs
5th citizen award	_____	End of secondary education- language, maths, science, civic and social studies
4th citizen award	_____	End of junior secondary school, language, maths, science, and civic and social studies
3rd citizen award	_____	End of primary: language, number living skills, civic and social studies
2nd citizen award	_____	Transfer from local to national language
1st citizen award	_____	Literacy and numeracy - related to local economic and social conditions

\* Figure 1: A Ladder of General Education

### Solutions and Possible Remedies

During the general discussions, a number of possible remedies and solutions to youth problems were proposed. The proposals would not necessarily constitute a solution in every case, but could be used as a guide to problems the junior experts were encountering.

1. Most of the youths lacked guidance which would help them make a decision about their future and career opportunities. It was therefore important that out-of-school youths should be greatly encouraged to join youth clubs, local societies and associations where guidance and counselling should be a very important programme activity of such clubs and associations.
2. Junior social and extension workers should work very closely with institutions of all types to try and help youths and individuals having social and psychological problems. This would require regular visits by social and extension workers to such institutions. At the same time it calls for closer collaboration between institutions and the social workers.
3. Social and extension workers should undertake more interviews and group discussions with clients and where possible with their parents or other members of the family for the kind of help which may be needed. Undoubtedly most depressed and deprived clients expect financial and material assistance, but this should not necessarily be the case if guidance and counselling services are properly given.
4. In as far as possible, social and extension workers should hold discussion fora, seminars and conferences for girls at which family life education, including sex education should be discussed. Other issues would include, health, food, nutrition and how to raise a family. Similar sessions could be conducted for boys on family responsibilities, sex education, drug and alcoholic addictions.
5. Most youngsters/youths expect salaried employment upon the completion of their academic studies. Since this does not happen easily, they should be encouraged to pick up some income generating activities such as arts and crafts, farming, building etc. to ensure that they are not kept idle. It should be impressed upon school leavers that not every one will get a salaried job, and therefore they should be prepared to work on their own activities to generate income.
6. A major problem was that of early pregnancies of girls by teenage boys. The blame was to be equally shared by boys and girls. Yet the girls were the victims not only that they were socially disgraced but that they were thrown out of their families by their parents. Ethiopian customs did not approve of girls having babies outside wedlock, and therefore any pregnancy was a disgrace to the family. As a result many girls try abortion and in the process some die. Others run away from home in disgrace and end up living a miserable life. As customs cannot be changed easily, the onus is on social



and extension workers, on guidance and counselling personnel and on teachers and educators to impart to boys and girls the basics of sex education and family planning. Some families may object to sex education, but this was considered the lesser evil than the unwanted pregnancies and consequent abortions.

7. Another major problem is that of drug and alcoholic addiction which was considered a community and national problem. Drug and alcoholic addiction require the co-operation/collaboration of the state, the institutions, parents, community and individuals. The state needs to enforce certain laws and restrictions e.g. at what age should people start drinking alcohol and in public places. The state has to enforce the law on drug taking, sale of drugs and other measures which would ensure that youngsters do not have easy access to drugs. In the case of alcohol, institutions can ensure that no alcohol is consumed within the premises of educational institutions and offenders are severely punished. Governments have to acknowledge the fact that drinking and drug taking are a serious problem which need attention at an early stage rather than wait until it is too late.
8. As regards lawlessness, it was suggested that many of the youths turn to law breaking out of idleness. They were bored and frustrated. For some of them wanted to gain attention, they turned out to hooliganism, vandalism and a host of other activities. In such cases, it was suggested that individuals who turned into lawless citizens should be encouraged and counselled into joining clubs and societies to keep themselves busy.

Programme Outline

1. Opening statement - Ministry of Labour and Social Affairs
2. Role of Ministry of Labour in Social Development: Ministry of Labour
3. Aims and work of the organization (Institute for the Disabled)
4. Political Education - Ministry of Labour
5. Sectoral report
6. Sectoral report (Ministry of Labour & Social Affairs)
7. Preparation of projects
8. Group discussions
9. Philosophy of the Disabled - Institute for the Disabled
10. Rehabilitation for the disabled - Institute for the Disabled
11. Health education - Shoa Health Centre
12. Group discussion
13. Pilot rural vocational rehabilitation - Institute for the Disabled
14. The role of the social worker (Ministry of Labour)
15. Non-formal education system, guidance and counselling (ECA)
16. Preparation of projects (Ministry of Labour)
17. Role of social workers in development (Ministry of Labour)
18. Community based rehabilitation for the disabled (Institute for the Disabled)
19. Assistance to low income earners in education (IFLE Projects)
20. Preparation of programmes and report writing (Department of Planning)
21. Role of the family in social development (Family Planning)
22. The role of special education (Ministry of Education)
23. Sex education (Family Planning)
24. Child nutrition (Institute for Food Preparation)
25. Workshop evaluation
26. Closing of the workshop

Resources Personnel

The workshop was serviced by a number of resource persons drawn from the following:

1. Ministry of Labour and Social Affairs
2. Rehabilitation Agency for the Disabled (RAD)
3. Revolutionary Childrens Amba (RCA)
4. Integrated Family Life Education (Funded by UNICEF)
5. Shoa Health Centre
6. Addis Ababa University
7. Ethiopian Nutrition Institute
8. Family Planning Association and
9. United Nations Economic Commission for Africa

LIST OF PARTICIPANTS

A. First Round Participants

1. Aytenew Meheret	MOLSA
2. Tesfaye Diress	
3. Hailu Bedaso	
4. Aberra Mamo	
5. Woldesemayat H. Gebriel	Akaki
6. Debebe Ero	Nazareth
7. Genet Abay	Harar
8. Getahun Teka	Dire Dawa
9. Tedla G. Mariam	Awasa
10. Seid Ahmed	Bale Goba
11. Abebe Tadesse	Gamo Gofa
12. Getachew Asefa	Jimma
13. Teferra Tamiru	Metu
14. Dambe Habte	Lekemt
15. Getahun Yacob	Debre Markos
16. Habtu G. Michael	Bahir Dar
17. Nigatu Mengistu	Gonder
18. Alemitu Godina	Dessie
19. Kassaye Tilkuye	Assab
20. Berhanu Shifferaw	Makale
21. Solomon Legesse	Asmara
22. Almaz Worku	RAD
23. Yeshihareg Tsegaye	RAD
24. Bekele Debalke	RAD
25. Wuditu Taffara	Relief Center
26. Alganesh Beide Mariam	Orphanage Asmara
27. Demissie Alamrew	Military Orphanage
28. Haile Selassie Araya	Tatek
29. Girma Berhanu	RAD
30. Seble Tegene	Tatek
31. Gelaye Haile	Military Orphanage
32. Dessitu Feyisa	RAD
33. Girma Abebe	RAD
34. Tsegaye Kassa	Children's Amba
35. Alemtsehay Mulat	Children's Amba
36. Banchiyileku G/Yesus	Pension & Social Security Authority
37. Belew Fekade	Relief Center (Shashemene)
38. Belayneh Wolde Hanna	Pension House (Debre Markos)
39. Almaz G. Egziabher	Kechene Orphanage

B. Second Round Participants

1. Azeb Adefrisew	MOLSA
2. Ansale Fikre	
3. Haregewoin Shimelis	Addis Ababa & Shoa Province Workers Union Secretary
4. Atsede Guta	" "
5. Aberra Mamo	
6. Antonio G. Mariam	MOLSA
7. Mulu Tessema	MOLSA
8. Dessalegn Tessema	Center for Reprimand
9. Dessalegn Teresh	Ambo
10. Tesfaye Sedona	Zeway
11. Solomon Tessema	Harar
12. Ahmed Mohamed	Asbe Teferi
13. Gena Kadu	Assela
14. Amaretech Agdew	Awasa
15. Tsige Solomon	Ayaro
16. Getahun Yimam	Assaita
17. Roman Fisehaye	Gonder
18. Abebe Beyene	Nazareth C. for Reprimand
19. Enat Tihun Bezabih	Jima
20. Belaynesh Haile	Addis Ababa
21. Aminat Ali	Dessie
22. Hailu Sime	Pension & Social Security Authority
23. Gilnesh Haile	Children Amba
24. Tasew Mulat	" "
25. Girma Merid	Tatek
26. Tadesse Abebe	Addis Ababa Relief Center
27. Girma G/Yesus	Head of Rehabilitation Center
28. Getahun Tafesse	Addis Hiwot Rehabilitation Center
29. Teshome Buli	Medhanealem
30. Mergia Beshah	Tatek
31. Mufti Musa	Boys & Girls Hostel
32. Yeshi Haile Mariam	Girls Hostel
33. Minwiyelet Guelaw	Nazareth
34. Dejene Gebre	Abraha Bahta Pension House
35. Araya Silassie Atsbina	Head Debre Libanos Center
36. Alemayehu H. Mariam	Head of Rehabilitation "B"
37. Tesfaye Balare	Asmara Pshychatrist
38. Haile Melekot Tereffe	" "
39. Haile Mariam Kebede	Makale Social Affairs workers
40. Messeret Tadesse	Boys & Girls Hostel