

68726

WP. 11

ECONOMIC COMMISSION FOR AFRICA
WORKSHOP ON COMMUNITY DEVELOPMENT
14 to 25 SEPTEMBER 1959
ADDIS ABABA, ETHIOPIA.

Provisional Agenda Item No. 4,5,6,7,8.

"Report on Planning and Administration
of National Community Development Programmes
in Ethiopia"

IMPERIAL ETHIOPIAN GOVERNMENT
MINISTRY OF NATIONAL COMMUNITY
DEVELOPMENT

R E P O R T

ON

PLANNING AND ADMINISTRATION OF NATIONAL PROGRAMMES OF COMMUNITY
DEVELOPMENT OF ETHIOPIA

August, 1959.

R E P O R T

ON

PLANNING AND ADMINISTRATION OF NATIONAL PROGRAMMES OF COMMUNITY DEVELOPMENT OF ETHIOPIA

1. Planning and Organisation of National Community Development Programmes

The main responsibility for the organisation of the National Community Development has been entrusted to the Ministry of National Community Development established under the Order of January 29, 1957. At the same time, under the Order was set up the Board of National Community Development consisting of the representatives of the Ministry of Public Health, Ministry of Education and Fine Arts, Ministry of Interior, Ministry of Agriculture and a Bishop.

Article 5 of that Order laid down in specific terms the duties and functions of this Ministry as follows:

"It shall be the Minister's supreme function for the people in any part of Our Empire, particularly those living in Special Areas, to foster their participation in social endeavours and reform customs detrimental thereof, through the guidance of enlightened educational and spiritual programmes, to provide the necessary organisation for nomads to settle in agriculture and other pursuits of livelihood; it is the Minister's duty that, to accomplish this goal, the Necessary Organisations be provided, in accordance with the Laws of Our Empire for the establishment of village communities and markets, for the facilitation and improvement of local administration, security and health of the population; and in pursuance of Our instructions he has the authority to examine, investigate and follow the activities of all social and economic development organizations established hereafter for the development and improvement of living conditions of Our People, and to make them render their services to their prescribed goals."

"Necessary Organisations referred to above has been defined in Article 2 (c) of the Order as "establishment of schools, clinics, hospitals and police stations, and also includes the establishment of other governmental services through consultations of the respective departments."

It is obvious from the above-mentioned that the Ministry of National Community Development has many points of contact with the Ministries participating in the realization of the community development programmes and that the fixing of their mutual relation is of particular importance.

Similarly to the elementary difficulties in the development of rural areas in all underdeveloped countries those in Ethiopia are in general of three kinds, i.e.: a) shortage of technically trained personnel, b) lack of funds and c) lack of means of communications in rural areas, which have influenced that an organized consolidation in the implementation of the community development programme have been developing at a slow rate. Bearing this in mind, it is necessary to say in the introduction already, that the implementation of the community development programme in Ethiopia is in its initial phase. This assertion needs a brief explanation so that the efforts made in that sector, particularly in the course of the last few years should not be underestimated. Among the series of fundamental elements featuring the community development the "co-ordinated action and establishment of multi-purpose programmes which should be full and balanced" is one of the essential as distinct from the local and occasional improvement in rural areas that may be achieved by non-coordinated activities in various fields. Particularly in the sector of education, public sanitation and agriculture great efforts have been made and valuable results attained in rural areas but territorial localization and simultaneous coordinated activity of different departments have not been always realized.

Just now intensive efforts are being made to secure, by various organizational forms, coordination among departments at different levels in order to effectuate a technical support in the community development programmes. Broad activities in local scopes in the sector of education, health, agriculture and forestry having been realized through various organisational forms specific in the implementation of the said activities, it has been indispensable to have the support of the provincial and local authorities. Such a cooperation has been realised by the Ministry of Interior and has been particularly noticed when establishing the Centres for Community Education where the co-operation of local authorities has been at a high level.

Alongside with the setting up of the Ministry of National Community Development Ethiopia got her first Five-Year Plan 1957-1961 which has attributed particular importance to the community development in the framework of the over-all development of the Ethiopian economy and society.

"Local programmes should play an important role in the overall development of the country and particularly in rural development. The main purpose of these programmes is to create on the local level the conditions required for accelerated economic, social and cultural progress. The experience of many underdeveloped countries suggests that full results in the economic sphere, public health, education and standard of living can only be achieved if coordinated and over-all efforts are undertaken in various local units, such as districts and communities. Local programmes should also mobilise the local population and the abundant local resources for the process of economic development. These programmes, restricted in the beginning to a small number of selected development districts or communities, may involve a large number of various local works and projects which are indispensable for rural development."

The Documentation of the Five-Year Plan lays down the proposed outline of a Community Development Project in Ethiopia. The essential details are summarized below:

a) Target - Ethiopia has 1095 districts (Mekta-Woredas) with an average population of 18,000 and an average area of 100 sq. km. per district. Taking all relevant facts into consideration the district (Mekt-Woreda) is suggested as the most appropriate territorial unit for community development. The target laid down is to cover about 50-100 districts under the community development programme during the period of the Plan (1957-1961). A period of 30-40 years is foreseen as "necessary to include all territory of Ethiopia in the Community Development Programme."

b) Type of Work Proposed - The work proposed to be taken up under a community development project includes:

- 1 - improvement of development centres;
- 2 - water supply;
- 3 - rural roads;
- 4 - land reclamation works;
- 5 - afforestation;
- 6 - various small agricultural projects;
- 7 - marketing and processing of agricultural projects and rural crafts;
- 8 - education;
- 9 - health and sanitation and
- 10 - specific development activities in "Special Areas."

c) Allocation of Funds - Apart from the funds provided under the related heads in the Five-Year Plan of the Ministries of Agriculture, Health, Education, etc., a sum of Eth.\$ 25,000,000 has been earmarked for the Community Development Programme with a possible addition of Eth.\$ 8 million under a Supplementary Plan (B). Detailed community development schemes for each district will be prepared only after a thorough study of the area, its potentialities and needs; in particular, the people of the area will be consulted and their needs as well as the resources they are able to master will be ascertained.

It is considered that the development programme of a district should be completed in the period of 3-5 years. The cost of carrying out development programme is estimated to be between Eth.\$ 400,000-800,000 per district i.e. Eth.\$ 600,000 on the average, out of which 50% should come out of the central resources and the other 50% from the local contribution.

As two years have already expired since the beginning of the Plan some modifications in the Plan appear as indispensable, aiming at decreasing the scope of the programme on the one hand, and some organizational changes on the other.

Yet it is necessary this explanation comprises a brief description of local level activities, of various Ministries and their departments by which they contribute to the improvement of rural areas in various sectors. These activities are performed by the Ministries of Education, Public Health and Agriculture and Forestry.

With respect to the ideally conceived and implemented community development programme these activities could be called "single-purpose activities" as actually they are. A simultaneous coordination of these activities in a defined locality with a full cooperation of empowered Governmental authorities applying approach and techniques of the community development in relation to local population and their desire for the improvement of their living conditions, would mean the achievement of a multi-purpose concept in the implementation of the community development objectives.

In addition to what has been said about the practice of the activity of the organs of the mentioned Ministries one could mention that little has been applied of what was said about the community development at the conference in Libya in March 1958: "It is concerned not with doing things to people, nor for them, but rather with the concept to which governments are less accustomed, doing things WITH people."

Consequently, all the personnel at present working in this form of the realization of the community development should accept the philosophy, methods and techniques in community development; those meant to be multi-purpose workers need training in community development as well as in essential technical knowledge and in conveying this knowledge to the people in a form simple enough for them to use it in their daily lives.

The following are the activities of the Ministries in rural areas:

1.1. Ministry of Education and Fine Arts

The Ministry has a separate organisational unit, the Community Education Department which is, besides others, entrusted with the care of introducing the new type of schools, the so-called Community Schools. These are actually Primary Schools with 4 grades for basic education, having as an objective the provision of instruction in Amharic and other basic abilities so as to enable students to cope more effectively with the problems of everyday living. It is foreseen that these schools will reach adults as well as children and serve the entire community in which they are located. Thus their purpose is to improve the life of the community. The curriculum for them is being evolved out of the problems and the needs of the community and it is hoped that the schools may be centres through which the various efforts of the Government to improve the life of the community are channelled.

Besides, there is a purpose to set up a so-called Fundamental Education Centre in each province, which would include the school and workshops necessary for the academic and other schooling indispensable for the realization of the Community Education concept.

The Government has allotted to each province 3 gashes of land for the establishment of the said Centres. When setting up the Community Schools in provinces or smaller territorial units, after having been explained the purpose and aim of these schools, the local authorities gladly accepted this conception showing a great initiative and high-level cooperation expressed in terms of voluntary work and material in the construction of classrooms and dwellings for teachers. In their reports many schools request from the Ministry to be provided with teachers for practical training that would more or less correspond to what is in the community development practice called "multi-purpose village level worker." According to incomplete data (deficient for provinces) the situation in the Community Schools by the end of June 1959 was as follows:

<u>Provinces</u>	<u>Schools</u>	<u>Students</u>	<u>Teachers</u>
Kefa	5	914	15
Tigre	6	1,047	18
Wollo	5	559	19
Shoa	3	520	14
Gemu-Gofa	5	790	18
Illubabor	4	521	15
Wollega	5	704	17
<u>Total:</u>	<u>33</u>	<u>5,055</u>	<u>116</u>

Plan

In 12 Provinces in Ethiopia there are 12 Fundamental Education Centres and 63 Community Schools.

1.2. Ministry of Public Health

Public Health aspects concerning the implementation of any community development projects in a particular locality is that the existing or planned health facilities or staffing patterns be taken as advantage rather than attempting to establish new health facilities. For example, where a health centre exists in a Community, this may have already produced a marked benefit in the general development of that Community and such existing improvement should be integrated into the entire project for the Community. Conversely, it certainly is agreed that if community development is contemplated in a location where there is no health facility or adequate personnel, it would be quite appropriate to request the planning for such to be instituted at the same time that the planning for the community development is undertaken. It is important to point out that community development programmes benefit greatly from health services in a community and vice versa. This has been demonstrated quite amply in Kolladuba, for example, where the health services have been in existence for some time now and obvious improvement in the community has occurred as a result of these services even though, in all probability, the development would have progressed even further if the health programme had been complemented by an overall community development

programme instituted at approximately the same time. Community development programme also has benefited greatly from some of the projects of Public Health of Malaria and Venereal Diseases Control already made in some areas of the Empire.

A Health centre is going to be set up in each provinces as a form of approaching health activity to local population. Four Centres are at present being constructed in Mattu (Illubabor), Agaro (Kefa), Mullale (Shoa) and Debra Marcos (Gojjam). The aim of the Ministry of Public Health is the construction of at least one health centre in each of the 12 provinces by 1960.

Moreover, three training health centres operate in the province Begemdir, Gorgora, Dabat and Kolladuba. These centres beside rendering health protection to the people of this area by a team of Health Officer, Community Nurse and Sanitarian graduates of the Gondar Public Health College. They afford field experience for the training at the Gondar College. Some of the works of the health centres in rural areas are:

- 1 - Control and final eradication of Communicable diseases through educating the public in healthy living, avoidance of health hazards through sanitation, case finding, elimination of carriers of disease, insect and pest control, immunization and vaccination;
- 2 - Eradication of mosquitoes which are vectors of malaria;
- 3 - Venereal disease control;
- 4 - Improvement of environmental sanitation (water supplies, housing improvement, proper excreta disposal and the control of disease bearing insect vectors);
- 5 - Improvement of health of mothers and children including measures such as prenatal clinics, infant and child health clinics, school health services and the like.

1.3. Ministry of Agriculture

The Ministry of Agriculture expands its activity in rural areas through the Agricultural Extension Service which is component of the Cooperative Agricultural Education Programme in Ethiopia and managed by the Ethiopian College of Agricultural and Mechanical Arts.

1.3.1. Imperial Ethiopian College of Agricultural and Mechanical Arts

Its purpose is to make a knowledge of improved farming practices and research information developed by the College available to farmers of Ethiopia through trained Ethiopian Agents stationed in agricultural areas throughout the country. The Extension Agents work in twenty-two different stations which serve five provinces:

Ambo	Akaki	Irgalem	Combolcia
Fitche	Bishoftu	Dila	Dessie
Mulu	Nazareth	Sheno	Harar
Woliso	Asella	Debre Berhan	Jimma
Addis Ababa	Shashamenne	Majite	Agaro
	Holot#	Chencew	

The main objective of the Agricultural Extension Service is to help improve Ethiopian agriculture. The Extension Agents will assist farmers as listed below:

- 1) bring the findings of Agriculture and Home Economic Research to farmers and homemakers of Ethiopia;
- 2) assist farmers in solving their problems through organized educational meetings;
- 3) assist in organizing Agricultural Youth Clubs and holding regular monthly meetings with club members;
- 4) assist in holding training schools for adult farmers and farm youth;
- 5) assist in conducting demonstration of sound management of livestock practices, poultry, field crops and horticulture;
- 6) cooperate with the officials of the coffee programme on production, processing and marketing.

The work of the Ethiopian Agricultural Extension Agents consists of planning, supervising and harvesting demonstration plots of vegetables and field crops, distribution of improved seeds to the farmers, holding educational group meetings and arranging and conducting provincial field days, organizing and supervising the activities of the agricultural Youth Clubs in schools or their areas and conducting the Farm Youth Training meetings.

Vegetable and Field Crops Demonstration

Many of Agricultural Extension Agents planted vegetable demonstration plots on land available near their offices or in school compounds in their areas. Demonstration planting of varieties of field crops were also conducted at twelve stations during the year.

Distribution of Improved Seeds

Varieties of improved wheat seeds were made available for distribution by Agricultural Extension Agents through the Agronomy Department of the Imperial Ethiopian College of Agriculture and Mechanical Arts. Twelve Agricultural Extension Agents distributed 10 quintals of these seeds. Farmers purchased the seeds at current market prices, or they agreed to pay with a like amount of seed at harvest time.

Educational Group Meetings

In 1958 as an example the Ethiopian Agricultural Extension Agents held more than 2000 demonstration and adult group meetings with a total attendance of more than 14,000 farmers. At these meetings Agents discussed local farm problems, and presented training and other informational material on improved crops, better methods of planting, cultivation and harvest and other good farm management practices.

Field Days

In all areas where Field Days were held the Agricultural Extension Agents conducted activities. Remarkable progress has been made in improving the organization of Field Days this year. Those attending Field Days were divided into small groups with the local leaders in charge. Local leaders and Youth Club members were trained and used to explain various displays. Some demonstration included Crop Improvement where local farmers displayed barley and wheat. In 1959 (16) Field Days were held in various localities with 6200 participants and 1000 boys and girls.

Youth Club Activities by Extension Agents

In 1955/56 there were 24 Agricultural Youth Clubs organized. At present time there are 94 Youth Clubs with a total enrolment of more than 9,000 members.

Gardening and poultry have been made a regular part of the Youth Club programme. In gardening Youth Club members receive instruction from Extension Agents in seed bed preparation, planting, spacing, cultivating and harvesting.

Poultry seems to be one of the more popular projects among Youth Club members. Forty-three Agricultural Youth Clubs have built their own poultry house and provided feed hoppers, water containers and feed for the chickens which were delivered free to the Clubs by the Extension Agents.

Health and Sanitation

The Agricultural Extension Service has assisted the health programme in a very limited way by giving instructions to Youth Club members and farm people on how to adopt sanitary practices in villages and homes.

These are the main outlines of the activities of the organs of the Ministries participating each in the field concerned in the improvement of rural areas. As it may be seen in the list of localities of some activities, each sector had selected locations regardless the activities of other sectors. Only in three cases did the activities of the sectors meet in the same localities: in Chenchew-Community School and Agricultural Agent; in Agaro-Public Health Centre and Agricultural Agent and in Combolcia - Community School and Agricultural Agent.

2. Recruitment and Training of Personnel

According to the above-mentioned elements it is obvious that the recruitment and training of personnel refer in general to the "single-purpose" workers. All schools and training centres are under the authority of the above-said Ministries. Having in view the coordinated activity of these sectors in the realization of the community development programmes below are listed the available schools in Ethiopia and what role and function the graduates therefrom could have. The following technical institutions for training these categories of personnel exist in Ethiopia:

- 1 - Community Education Teacher's Training Centre, Debra Berhan:
- for trained teachers for Community Schools;
- 2 - Agricultural College, Alamaya:
- for Block Level Agricultural Specialists;
- 3 - Veterinary Centre, Holotta:
- for Block Level Veterinary Specialists;
- 4 - Public Health Training College, Gondar:
- for Public Health Teams consisting of Public Health Officer, Community Nurse and Sanitarian;
- 5 - Agricultural School Jimma and Ambo:
- for Extension Service in Agriculture;
- 6 - Institute of Building Technology, Addis Ababa:
- for Engineering Supervisors;

In addition to the abovementioned schools there exists the Community Development Worker's Training Centre, Majite, for training village workers in community development.

The contents and method of training by schools vary adequately to the school level, specialisation and form.

Here follow details on schools of particular interest for the community development: Community Education Teacher's Training Centre in Debre Berhan and Community Development Worker's Training Centre in Majite. The first mentioned Training School in Debra Berhan is designed for training teachers to serve in the new Community Schools proposed to replace the existing elementary schools. This school is a United States - Ethiopian Joint Project.

It is proposed this school trains two types of workers - leaders and teachers. The teacher's work would develop mainly in the classroom but the leaders are concerned also with problems affecting adults and the Community as a whole.

This year have graduated 189 trainees of whom ca 60 have been trained as "leaders" and 128 as teachers. The minimum educational qualifications originally laid down for admission to the school was grade 6, 7 or 8; many of the trainees had been teachers before.

The training course of one year is divided into four terms which are broadly classified as under:

- a) General Knowledge - review of trainee's academic knowledge;
- b) Improved Methods of Teaching - training in techniques of education of adults and children;
- c) Field Experience - Visits to outlying communities, practice in teaching adults and children, simple community survey, etc.;
- d) Evaluation and Summing up - as well as experience in setting up of Demonstration Days, production of teaching materials, etc

The Long Term Planning Committee in its third Report laid down that the training programme of the present school should lay emphasis on:

- 1 - Methods of teaching language and other basic skills;
- 2 - Individual and Community health;
- 3 - Agriculture and animal husbandry;
- 4 - Home improvements;
- 5 - Community improvement;
- 6 - Recreation, and
- 7 - Further educational development of the prospective leaders and teachers.

The Community Development Worker's Training Centre, Majite, is a UNESCO-Ethiopian Joint Project. This year 32 trainees have graduated from this school. The curriculum of the Centre aims not so much at giving the new knowledge as the inculcation of new way of thinking and new skills and new techniques for changing people's habits. The course is divided into four terms devoted to:

- a) General Knowledge - review of each trainee's academic knowledge;
- b) Techniques - Training in technique of approaching people, education of adults and children, etc.;
- c) Field Work - living with village people, learning how to approach them, win their confidence and work with them, in short, actually put into practice the techniques learnt earlier;
- d) Evaluation and Programming - Back in school, comparing notes and exchanging experience and learning therefrom as well as instructions in planning a village development programme.

The 8 grade is laid down as the minimum qualification for admission to the schools. The enrolment for the mentioned schools as well as for the schools which can supply with qualified personnel

for community development may be observed with certain optimism because the shortage of skilled personnel as obstacle previously hindering the implementation of the community development programme was overcome.

It should be finally mentioned that the US Economic Assistance and the Ethiopian Government will establish two Community Development & Demonstration Centres. The Centres will be located in Bahar Dar and near-by Lake Awasa and will absorb Eth.\$ 700,000.- for construction and equipment.

The project aims at two closely allied and interlinked activities

- a) a Training Centre for training multi-purpose officials for Community Development;
- b) a Demonstration Block consisting of convenient number of villages round about of Training Centre;

The Training Centre will give two different types of training:

- a) a one-year course for officers meant to be in charge of Community Development projects;
- b) an orientation course to officials and selected non-officials in the philosophy, methods and techniques of community development;

It is proposed to set up the Training Centres in a suitable area and to initiate a model community development programme in selected villages forming a Demonstration Area round about the Training Centres.

3. Financing of Community Development Programmes

As regards the financing of the community development programmes the Five-Year Plan has foreseen amounts for their implementation from the budget, from foreign sources and contribution of local population.

The total development costs over the five-year period come to about Eth.\$ 25 million. The mentioned sum might be used for the organisation of the community development in about 50 so-called development districts (community development blocks) totalling to about 1 million population. It is estimated that the voluntary work of local population for implementation of new community projects might be valued at about Eth.\$ 8 million.

In the abovementioned sum of Eth.\$ 25 million an amount of about Eth.\$ 5 million is foreseen to be provided from foreign sources. As earlier mentioned the realisation and carrying out of community development programmes and projects was not featured by multi-purpose activities but the Ministries were carrying out single-purpose activities in various rural areas within the implementation of their respective programmes which can be regarded as community development activities in respect of the activities nature, technique of the effectuation and approach to local population.

Some data referring to the abovementioned activities are given below and they cover expenditures in the course of 1958 and the first semester of 1959, June included. Data as a rule represent actuals, but not allotted amounts, and are presented by the activities of departments.

The summary of expenditures are given below:

Source of financing for single-purpose community development activities

	INVESTMENTS AND OPERATING COSTS					GRAND TOTAL
	Budget	Foreign Sources				
		Economic Assistance	Technical Assistance	United Nations	Total	
Agriculture	1,918,179	249,409	437,406	-	686,815	2,604,99
Education	1,874,746	-	1,128,510	225,000	1,353,510	3,228,25
Public Health	509,260	593,688	280,575	90,700	964,963	1,474,22
Regional Development	-	174,769	-	-	174,769	174,76
Well Drilling (Ethiopia)	405,370	-	321,917	-	321,917	727,28
GRAND TOTAL:	4,707,555	1,017,866	2,168,408	315,700	3,501,974	8,209,52

The following table affords a more detailed survey of activities that have absorbed the expenditures over the mentioned period:

	INVESTMENTS AND OPERATING COSTS		
	Budget	Foreign Sources	Grand Total
- Agriculture - Total:	1,918.179	686,815	2,604,994
-Agricultural School, Ambo	333.959	127.600	461.559
-Forestry School, Ambo	71.027	-	71.027
-Agricultural Technical School, Jimma	980.000	37.000	1,017.000
-Extension Services	533.193	47.459	680.652
-Agricultural Improvement Centre, Andassem	-	19.250	19.250
-Agricult. Improv. Centre, Wawa	-	18.100	18.100
-Agricult. Improv. Centre, Alamata	-	1.740	1.740
-Agricult. Improv. Centre, Sodo	-	209.733	209.733
-Cooperation Education	-	37.129	37.129
-Cooperation Coffee Development	-	146.051	146.051
-Veterinary Assistance Training	-	42.753	42.753
-Education ¹⁾ - Total:	1,874.746	1,353.510	3,228.256
-Community Schools	489.200	38.268	527.468
-Community Teacher's Training Centre, Debra Berhan	1,090.242	1,090.242	2,180.484
-Rural Teacher's Training Centre, Majite	295.304	225.000	520.304
Public Health Total:	509.260	964.963	1,474.223
-Health Centres; Gondar, Kolladuba, Gorgora, Dabat	300,000	700.743	1,000.743
-Health Centres: Mattu, Agaro	82.260	36.970	119.230
-Health Centre, Erbaminch	45.000	15.000	60.000
- " " Bahar Dar	82.000	105.000	247.000
-Equipment (UNICEF)	-	42.250	42.250
Regional Development Total:	-	174.769	174.769
Well Drilling (Ethiopia) Total:	405.370	321.917	727.287
GRAND TOTAL:	4,707.555	3,501.974	8,209.529

1) For the years 1949, 1950 and 1951 (E.C.)

As already mentioned the data refer to the actually utilized amounts, and other substantial additional funds will be spent for the implementation of the said programmes in the course of this year. So it is expected that from the US Economic Assistance only will be spent during this year (except Regional Development Programme) about E\$ 1,669.000.-

Finally, besides the building up of the mentioned Community Development Training and Demonstration Centres in Bahar Dar and Awassa at the cost of Eth.\$ 700,000 in the course of the current year works will be launched for the implementation of the Regional Development Programmes that may be classified among the community development activities but predominantly concern the improvement of development centres that are comprised by the community development projects programmes as separate activity.

These works will be carried out in five provinces and funds therefor allotted including fees amount to some Eth.\$ 4,465.000.- and are distributed by provinces as follows:

Gojjam	Eth.\$ 1,300.000.-
Begemdir	" 398.200.-
Harar (Webi Shebelli)	" 847.000.-
Gemu Goffa	" 956.000.-
Sidamo - Borana	" 963.000.-
<u>Total: Eth.\$ 4,465.000.-</u>	

As seen in the survey of realized expenditures the bulk covers the financial and material assistance at the project level. Exceptionally they concern agricultural, forestry and veterinary schools whose graduates in a great number ^{have} taken jobs in the agricultural Extension Service and Agricultural Improvement Centres.

As regards the Community's contribution in grant-in-aid-programmes the available information is limited to the sector of educational activities. Up to the present two ways have in general crystallized of the community's participation: first, rent payment for school rooms and, second, construction of Community Schools by population. 18 class rooms have been constructed in 3 settlements in two provinces and local population pays rent for 14 classrooms in 4 settlements in three provinces.

4. Approach and Techniques at the Project Level.

4.1. The role of the village level worker

The graduates from the Community Development Worker's Training Centre in Majite have been sent to each province in Ethiopia and a recent survey during the summer course has shown the work they have accomplished in the different fields they had been trained for.

Health and Sanitation and First Aid - They dug latrines and soak pits, drained some low areas where mosquitoes were breeding, cleaned the springs or the places along the river for drinking water for people and animals, laundry and bathing places. In first aid, although poorly equipped they have taken care of a great number of people.

Agriculture, Nutrition and Gardening - Talks to people about soil erosion and crop rotation. Introducing new fruits and vegetables and teaching the people to use them.

Housing and Road Building - They made plans for house building and even with their help the villagers repaired local roads and small bridges.

Recreation - Football fields have been prepared and scout troop and drama societies organized.

Literacy - Each graduate opened a night class and had great success teaching with the colour amharic alphabet. This work was done beside their regular teaching in the day school.

4.2. The development of people's initiative and local leadership

In each village some elders or some natural leaders could be found but not much action was taken in Majite in spite of all efforts and demonstration undertaken by Centre's staff because of in some cases insufficient support from local authorities. Nevertheless, they have been able to have several pumps and pipes installed. The market has been removed to a more suitable place and 30 houses have been built around the new market place.

: - The role of women and youth - Meetings have followed home visits from women education specialists. Women societies met several times. Twenty-five students in the Women Education Class learned reading, Writing, arithmetic and manual work, sewing, knitting, embroidery, basketing, rugs making, etc. The young boys and girls from the elementary schools could not be treated properly because they were attending the school.

4.3. The contribution of voluntary agencies

At village level the community development worker who does not possess all the techniques but has only some views of them will have to seek advice from the specialists found at district or province level, i.e. agriculture extension specialists, public works or building supervisors, health officers, vaccinator, etc.

During the establishment of the Majite Training Centre and also in the course of the school year the Centre have been fortunate to have the co-operation of all U.N. specialized agencies; I.T.U. experts gave an electric generator and showed the staff how to install the lines. F.A.O. experts advised and demonstrated to staff, trainees and villagers about forestry animal care; I.C.A.O. and W.H.O. furnished the Centre with a meteorological station and gave training to the staff. U.N.T.A. advised about organization and also redaction of some administrative charts and memos. The Medical Social Work expert (UNTAB) lectured the trainees. UNICEF gave water pumps, milk and garden seeds. W.H.O. advised for the first-aid-room and made steps to appoint a Health Team to Majite.

All sections of I.C.A. have sent visitors to Majite (Agriculture Extension, building, animal care, cotton, entomologist, mapping and geography, well-digging and water resources, etc.).

The trainees have been well aware of this flow of visitors and some have taken addresses of people from whom they could receive help and advice in their future field work.

4.4. Campaigns and pilot projects

The aim of community development worker is of course to improve the living conditions of the villagers. But this can never be done unless the villagers are given hope, confidence and enthusiasm. They must realize that they can help themselves, take pride in their efforts, and be confident in the results of those efforts. In other words although the acknowledged aim is one of material achievements the real achievement is a spiritual awakening. To bring about this spiritual awakening, "campaigns" are organized: meetings, discussions shows (use of all possible audio-visual media, films, photos, posters pamphlets).

At village level community development worker will be less equipped. When his village is on a motorable road he will receive help from the district or the province. Once need is discovered it is relatively easy to organize a campaign which comprise a practical demonstration or pilot project.