

The Need to Incorporate Population and Family Life Education in Ethiopian School Curriculum

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Introduction

Since around 1950, Ethiopia has witnessed important changes in its population size, structure and composition. The demographic changes occurring in Ethiopia are due to several important factors. Medical revolution has come to Ethiopia. There have been innovations in public health, such as the development and widespread use of vaccinations and other forms of immunization, antibiotics, insecticides, and low-cost methods of sanitation. There have been moderate improvements in agricultural practice and nutrition. The consequences of these changes for the Ethiopian families and government have been tremendous. They have witnessed significant reductions in death rate although it still remains a matter of concern. The children born today have a higher chance of survival than in the past. However, the rapid growth in population has adversely affected resource utilization and/or development. The problem is exacerbated by the prevalence in many communities of strong traditions, customs, and values which favor high fertility.

Education has paved the way for better knowledge and understanding concerning the interrelationships between good health and personal hygiene, nutrition, environmental sanitation and physical exercise. The improvements have led to a moderate rise in the standards of living of many Ethiopians. The fact that education exercises an inhibiting influence on fertility and hence reduces population growth is substantiated by many empirical data. According to the available information, within marriage, educated couples are more likely to evaluate rationally the pros and cons of having more children and be less concerned with the various taboos and, cultural and religious beliefs on the use of birth control. They also understand more clearly the conflicts between quantity and quality in the raising of children. Besides, education of the mother increases the opportunities for a career which is likely to be interfered with by too many

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pregnancies. It also delays the female's age of marriage, and reduces the span of the childbearing years. It increases the expectation for better education and employment of children, where it is ideal and more easily achieved in small families than in large families. But these effects are significant only among women with higher education. In countries where the education of women is limited to very few percentages, other strategies should be employed. The alternative is using education for the purpose of reducing fertility. The effects of education on population are likely to be reinforced if population and family life education is integrated in the school curriculum.

Ethiopia with the current population of over 60 million is the third most populous country in Africa after Nigeria and Egypt. According to the CSA projection, with the present annual growth rate of 3%, total population of Ethiopia will exceed 83.5 million by 2010 (just after 10 years) and will approach 106 million in the year 2020 (CSA, 1998). Such an increase in population would obviously adversely affect the prevailing weak economic infrastructure and natural resource of the country.

It has been realized that the country's natural resources can not sustain the ever-increasing population in future. The pressure of population on natural resources is already obvious especially in the rural areas where the population is growing faster than the economic development. Therefore the purposes of the present study are:

1. To show the need for a systematic development of population and family life education in the Ethiopian school curriculum;
2. To see the presence of some forms of population related topics in the existing Ethiopian school curricula and
3. To analyze the attempts made by the Ethiopian Government to produce *population literate* young people in order to moderate the demographic trend of the country.

Definition of Population and Family Life Education

In 1978 UNESCO defined population education in terms of the major components of the field on which there was sufficient consensus, and in terms of the goals and objectives of population education. From the view point of components, population education was defined as an educational activity which

- is a part of a total learning process;
- is problem-centered;
- is derived for its content from population studies;
- is concerned primarily with the population-related interaction of individuals families, communities , societies and nations and
- is aimed specifically at improving the present and future quality of human life.

In a UNESCO (1982) document, Population Education is defined as an educational program, which provides for a study of the population situation affecting the ways of life of the individual, the family, community and the nation. Its major goal is to provide the young and adults with a knowledge and understanding of population dynamics (change), the cause and consequences of population growth and the impact of population change/growth on aspects of quality of life such as health, housing, environment, food and nutrition, clothing, education, employment and other social services.

Recent UNESCO publications on population education have tended to repeat the same definition. We can thus summarize these definitions by viewing population education as an educational response to contemporary population related issues and problems the objectives are to involve individuals in a learning process that will enable them to broaden their awareness and understanding of population related issues and problems and to develop in them appropriate skills and attitudes to define and analyze these issues so that they will be able to make rational decisions and behave in ways which are personally meaningful and socially desirable.

Goals of Population Education

From the viewpoint of objectives and goals, the general goals of population education were identified thus: to enable learners to acquire knowledge, skills, attitudes and values necessary:

- (a) To understand and evaluate the prevailing population situation, the dynamic forces which have shaped it and the effect it will have on the present and future population welfare their families, communities, societies, nations, and the world,
- (b) To make conscious and informed decisions based on their understanding and evaluation: and
- (c) To respond (either by intentions to act or by an action itself) to population situations and problems in a conscious and informed manner.

The individual decisions of every citizen on this matter could have implications on the overall national context to which population education should be addressed. Thus, as it is characteristic of new disciplines, a single precise definition has implications for the selection of the content and methodology of population education programs.

Population education derives its content from a wide range of disciplines and professional fields. The disciplines most frequently associated with content development include demography, anthropology, sociology, education, history, geography, biology, physiology, psychology, law, economics, medical and other physical sciences. Thus, a meaningful population education uses integrative approach to relate the findings of micro (individual and family) and macro (community, nation, regional, global) levels. It also uses integrative methods to relate environmental education, family life education, and sex education.

Approaches to Population Education

UNESCO (1982) suggests three patterns of population education namely:

1. Separate course approach

2. Integration approach
3. Core learning kit approach

Separate course approach: The program organizers who follow this approach generally develop a separate course on population education and make such courses an integral part of the curriculum of ongoing development program. This approach is mostly found in the training curriculum for field functionaries and in some cases the teaching of out-of-school youth and adults.

Integration: Population education must have a broad-based orientation. If so, it can only be most effectively and meaningfully studied if viewed within the total context of quality of life, which requires that it should be taught by using an interdisciplinary approach. In most countries where population education has been introduced for the first time into the school curriculum, it is not offered as a separate discipline but population content is integrated with existing school subjects. Integration takes two forms, namely the sub-unit approach, and infusion.

- a. **Sub-unit approach** - This involves the preparation of a teaching unit to be added to an existing unit in the course syllabus of the subjects, which are used as the carrier of population education.
- b. **Infusion approach**- This involves enriching and expanding existing units in the syllabuses to make subject areas include population education related ideas. It substitutes already existing materials with new examples to illustrate a new point or a new approach adapted in the teaching of population related topics in the existing syllabuses. Through substitution of examples, the education content remains the same, only the substances of examples are changed. The curriculum materials which use this approach either incorporate population education content in the textbooks or publish it separately as teachers' guides and syllabuses to be used by teachers when they teach the core subjects. This approach is currently being tried in many of the developing countries.

Core Learning Kit Approach: This approach calls for the development of general curriculum and appropriate teaching/learning materials to meet the learning needs of the school population. The advocates of this approach identify common areas of interests and needs of various categories of target audiences, pre-determine sets of relevant population education concepts, translate them into a series of learning activities and prepare appropriate teaching/learning materials. All of these materials are then compiled in the form of modules or guides referred to as *core learning kits*. The field workers of various development departments are then provided training in the contents of the kit and their use in the field, especially emphasizing to the user the need for adapting the contents and the teaching/learning materials to varying socio-cultural contexts.

Importance of Population and Family Life Education

Population education makes the students aware of the process and consequences of human population growth on the quality of life and the environment. Population education is not birth control or family planning although information concerning both might be included in the content of the program. It is not a program designed to persuade people to have a particular family size, either large or small.

One of the major obstacles to effective family planning in the developing countries is lack of motivation and one reason why people are not motivated to practice family planning is that they want more children. While they want more children for a variety of reasons; prestige, carrying on the family name or supplementing income, a very important one is security in old age.

In most developing countries, because of the high infant mortality rates, a family must have several children to ensure that at least some will survive to take care of the parents in their old age. Hence there is a desire for large families, especially sons, as insurance against a very uncertain future. If there is a greater assurance that children would survive to adulthood by lowering infant mortality then people may not need or want large families. Hence, one prerequisite to reducing the number of births and hence the population growth rate, paradoxical as it may seem, is to reduce the mortality rate.

Acceptance of the idea of small family norms through decreased fertility is a matter of understanding and awareness to be developed through human, educative and pervasive approaches in line with the principles of free will. The prerequisite for this purpose is education, especially population education. As a new component of the educational program, population education is expected to develop a positive attitude towards population issues, among the students/audience in particular and the society in general, so that the people voluntarily accept the idea of a small family as a medium of welfare and happiness. Attitudinal change cannot be achieved in a short time. It is a long term process of continuous and systematic education. But once this attitudinal change is established, there is a strong base on which to build further effective performances contributing to the rapid decline of population growth.

Through population education program, pupils can be provided with the opportunity to study the population phenomenon in Ethiopia in particular and the world in general. The pupils will be able to learn about how and why a population changes, and the effect of a population change has on quality of life and of the environment. That is, it will develop their understanding of the relationship between the changes in population and the issues such as employment, industrialization, urbanization, pollution, housing, education and health services, and the supply of food; water and energy. It is important that they realize that population change will have its effect on the individual and the national well-being in terms of the quality of life that is envisaged for the county and in terms of individual responsibility towards fulfilling this.

It is understood that population education has not been an independent discipline of its own and derives its material from those sciences having some correlation with population problems. The four major areas and related units and topics which are designed to contain materials of population education are social development and population growth, ecology and population growth, basic concepts of demography and economic development and population growth.

UNESCO's Mandate for Population Education

UNESCO's responsibilities in population education date back to several resolutions of its general conferences in 1968, 1972, and 1974. In summary, these resolutions authorized the Organization:

- To promote through education and information, a wider awareness of the nature, causes, and consequences of demographic trends, and
- To assist member states, on request, in implementing their national programs for study, research education and information on population problems and in the training of personnel specialized in these activities

In recent years, UNESCO has directed its programs towards the promotion of interdisciplinary content and methodology, again in response to the recommendations of its general conferences. Future program orientation stresses finding solutions to the problems connected with the achievement of integration, balance and relevance in the content of education. In so far as population education component is concerned, attention is being directed towards integrating the contents of nutrition, environmental, and preventive education concerning the use of drugs - together with population education in both the school syllabuses and out-of-school programs.

The Situation of Population Education in the Developing Countries

The concept of population education was developed first in the developed nations in response to population-related issues and problems. By recognizing the benefits of population education in the developed countries, the developing countries of Asia, Africa and Latin America introduced population education into their educational system (UNESCO, 1982; Kedir, 1993).

Most of the developing countries implementing or planning population education programs view their projects as an integral part of their national development plan. Each population education program derives its mandate from the country's population policy, which is an integral part of the total development plan. The

population education program is also consistent with and supportive of the national educational goals.

Many countries in Asia have taken the position that the content and methodology of their school curricula at the primary, secondary and tertiary levels should be renovated using population education. In the Republic of Korea, educators perceive population education and teachers as an innovation in that the instructional materials have a wide knowledge base, are interdisciplinary in orientation and are based on multi-disciplinary research. Population education content is woven in relevant disciplines in a very systematic and coherent structure.

Besides, by virtue of the fact that population education is integrated in existing school subjects, it has become inevitable that its innovatory impact also happens in other subjects. These changes include a more systematic approach to curriculum and materials development, provision of a variety of instructional materials, the use of a variety of teaching methodologies and so on.

In the Philippines population Education was introduced both within different subject areas and in each grade and also between different grades in order to ensure integrated learning, progressively increasing in complexity. The integration of population education with existing subjects such as social studies, health education, home economics, science and mathematics has had an innovatory and beneficial effect. In the Philippines, population education is not provided only at primary and secondary levels, but at tertiary level as well.

In Thailand, a sub-unit on population called Family life is integrated into an interdisciplinary course called *Life Experience*, which is offered in the elementary grades 1 to 6. Contents such as health, population, politics, government, society, religion, culture, economics, technology, natural environment and communication are given emphasis and are discussed in relation to population.

In Tanzania, between 1987 and 1992 the Ministry of Education and culture, with the financial and technical support of UNFPA experimented a pilot project to introduce Family Life Education (FLE) into the schools and teachers colleges.

By 1991/92 the experiment was conducted, using the developed FLE curriculum and instructional materials in selected schools and colleges using Biology; Geography, Home Economics and Political Education as carrier subjects for FLE content and messages. After an in-depth evaluation of the pilot phases, the Tanzania MOE approved the in-school population and Family Life Education in 1994.

According to UNFPA report (1993), 13 multi-sectoral population programs have been launched in Kenya and one of them is the implementation of population and family life education program in the formal school system. UNFPA approved the *Kenya Population and Family life Education Project* in 1987 and the project has been implemented in Kenya since then.

Population Issues and Problems in Africa

During the past decade there has been a general improvement of knowledge of population situation in many African countries. This is due to the successful implementation of the African censuses and the World Fertility Survey Programs as well as other demographic surveys.

The major population issues, which are constantly being discussed in official reports, include the following:

- Links between population, resources, environment, and development
- Recognition of the rights and responsibility of every country to tackle its population problems;
- Adoption of appropriate population policy and programs in response to perceived problems as identified by empirical research, and full participation of the entire community in the design and implementation of policies and programs;
- Action programs which integrate population and development factors;
- International co-operation in population field to respect socio-cultural values of different societies;
- Removal of social inequalities and obstacles to less privileged members of society (e.g. women, children, apartheid);

- Attainment of self-reliance in the management of population programs at the national, regional, and interregional levels.

There are also a number of population problems, which many African governments have identified, in recent years. These include the following:

- A high rate of rural to urban migration with associated adverse consequences at the places of origin and destination;
- A high rate of urbanization, especially in the capital cities, with accompanying problems of unemployment, mushrooming slums, shortages of urban utilities and services, and potential sources of socio-political instability;
- A high rate of infant, childhood, and maternal mortality and morbidity;
- A rapid rate of population growth, creating relatively young population and exacerbating the burden of dependency on the working population;
- Teenage pregnancy, especially of unmarried school girls with rampant clandestine abortions, and sexually transmitted diseases;
- A high rate of sterility in some parts of the region;
- Drought, famine and flooding all of which exacerbate recurrent food problems;
- Desertifications as a result of climatic, human and animal actions;
- Increasing numbers of refugees;
- Immigration and emigration and associated problems at places of origin and destination; and
- Social and economic development and their impact.

The above list would suggest that officially, population questions in the region tend to be viewed more from a macro than a micro level perspective. Moreover, official perceptions have varied both in time and between countries. The perception range from acceptable to unacceptable situations and from the adoption of interventionist to non-interventionist attitudes, policies and programs. However, the more governments integrate population factors into

development planning process, the more they will be inclined to promote comprehensive population policies.

Drawing from their practical experience, the national population education program directors who met in UNESCO-BREDA, Dakar in November 1983 suggested general principles upon which African population education programs might be defined. In the attempt to conceptualize an African-oriented program, they suggest as follows:

In the African context the goals and objectives of population education should try to insist on:

- (i) The contribution which population education can bring to the socio-economic development of the community and nation;
- (ii) Not only the importance of individual decision-making on population matters, but also the important role the family plays in collective decision-making;
- (iii) The importance of understanding the social and cultural context in which population education contents are to be integrated;
- (iv) The fact that the low rates of school enrollment and high rates of drop-out should lead to a greater recognition of out-of-school programs;
- (v) The need to sensitize the decision-makers in Africa on their countries' population situation and problems.

On the basis of these principles, the participants to the meeting formulated a general definition of population education as an educational program (formal and non-formal) designed to:

- create awareness and understanding of population issues directly related to social, economic, and cultural development of the individual, the family, and the nation;
- enable informed decision-making of population matters in order to contribute more effectively towards the amelioration of socio-

economic and cultural welfare of the individual, the family, and the nation.

Population Issues and Problems in Ethiopia

Before discussing population issues and problems in Ethiopia, it is necessary to analyze the population situation in Ethiopia.

The Situation of Population in Ethiopia

The world had a total population of 500 million in the year 1650, but with the advent of the regular farming and the Industrial revolution the population growth-rate accelerated. As a result, the population doubled in 200 years. This trend continued and the population doubled once more, totaling 2,000 million in 1930. The advancement in science and technology, especially in medical field, further reduced the doubling period resulting in the world population of 4,000 million by 1975. This way, within 125 years (from 1850-1975) the number of people in the world increased four-fold. Although there are signs of a decline in the fertility rates, the world is still experiencing an overall average increase of 90 million people every year, and it has now reached six billion out of which the majority are living in developing countries (Robert Cliquest and Kristian Thienpont, 1995).

Population growth in the developing countries was initially very slow due to high mortality rates. The current demographic situation in most developing countries contrasts sharply with that experienced by the early industrialized countries. Population growth and modernization kept pace in the early-industrialized countries. The developing countries had to cope with a heavy demographic burden even before their industrializing process had started or been completed. The total population of Africa as estimated by the medium variant of the UN assessment was 643 million in 1991 (UN 1992). In recent years, the population of the majority of African countries has continued to grow at relatively fast rate of 3 per cent per annum. This high rate of population growth distinguishes Africa from the other regions of the world.

Ethiopia ranks third in terms of population size in Africa next to Nigeria and Egypt. The population in historical perspective shows a very slow increase until the early 1950s. At the turn of the century the population of Ethiopia was estimated to be 11.8 million. It reached to 12.9 million in 1920, then 16.3 million in 1940 and 23.6 in 1960 (CSA 1988). The implication of the growth rates is better understood when we consider the doubling time of the population. In 1960 the country had twice the population it had in 1900 indicating that it required 60 years for the population to double in size. However, since 1960, because of the rapid rate of population growth, the time required for the population to double has been declining. For instance, the population doubled its size between 1960 and 1987 suggesting a doubling time of only 27 years (Hailemariam 1996). If the present rate of growth is allowed to continue in the future it will take only 23 years for the population to double again.

Table 1: Ethiopian Population Size and Growth Rate in Historical Perspective A Five-Year Interval (1900-1990)

Year	Population in (000)	Growth rate (%)	Year	Population in (000)	Growth rate (%)
1900	11,754.3	0.2	1950	19182.9	2.1
1905	11,871.8	0.4	1955	21197.1	2.2
1910	12121.1	0.5	1960	23550.0	2.3
1915	12424.1	0.8	1965	26281.0	2.4
1920	12933.5	1.0	1970	29488.2	2.6
1925	13606.0	1.2	1975	33085.8	2.8
1930	14367.9	1.3	1980	37684.7	2.9
1935	15258.7	1.5	1985	43350.0	3.0
1940	16281.0	1.8	1990	50774.1	3.2
1945	17534.6	2.0			

Source: CSA, 1988 population Studies Series No. 1

A historical profile of the growth of the population shows that the population was growing at less than 1.0 percent until about 1920. After 1920, however, the rate of growth slightly increased and by 1950, the population of Ethiopia was growing at about 2.0 percent. The slow rate of population growth during this time was a reflection of the high mortality rate that prevailed in the country. The

table shows the fast increases in population growth in the years between 1900 to 1990.

The high rate of population growth is mainly the consequence of high birth rates and high but gradually declining death rates. The crude birth rate has been estimated to be 42.8 per 1000 population in 1970 and increased to 46.6 per 1000 population in 1990. The crude death rate however, showed a declining trend over time. In 1970 the crude death rate was about 20.0 per 1000 population and declined to 16.4 per 1000 population in 1990 (CSA, 1998. OPHCC, 1991). The result of the population projections by sex in a single year covering the period 1995-2020 is provided in table two below.

Table 2: Projected Population Size of Ethiopia for The Years 1995-2020 (In Thousands)

Year	Male	Female	Total
1995	27,499	27,150	54,649
2000	31,858	31,631	63,495
2005	36,604	36,440	73,044
2010	41,826	41,657	83,483
2015	74,369	47,159	94,526
2020	51,983	52,858	106,003

Source: Central Statistics Authority, 1998

The population size of the country as of the date of the census (October 1994) was reported to be 52.3 million. According to the projection of Central Statistics Authority (1998), it is estimated that Ethiopia has a population of 59.9 million people in the year 1998. During the years between 1995 and 2005, an average of 1.8 million people will be added to the population each year, while the average will increase to 2.00 million during 2006-2020. This means that the doubling of the 1995 population will occur in 2020 as the projection shows. This is quite alarming and something has to be done to curb the negative consequences.

The Situation of Population Education in Ethiopia

Attaching great importance to the population question, the government of Ethiopia has over the years taken a series of measures to formulate a set of population policies and principles relevant to the specific circumstances of the country so as to give the population question a proper step by step solution. Various kinds of population education activities were also initiated at various times by different agencies in the form of family planning, seminars, workshops, meetings and conferences on population issues. Recognizing that the high birth rate was a major hindrance to development, the Ethiopian Government launched a family planning program in the 1980s'. However, over the years many limitations are recognized and hence efforts should be made to mobilize other sectors for the promotion of population related programs. One such program is in the education sector.

Since recently, the Family Guidance Association is the only organization that has been directly involved in areas of major population concern in Ethiopia. The association has carried out various family life and Planned Parenthood education programs both in and out of schools. But the results, unfortunately, have not been very encouraging. This clearly indicates that isolated activities do not provide enough insight to the real problem. There is a felt need that population education alone can not produce any effective results unless it is woven into the educational program in such a way that it becomes an integral part of the education system of the country.

The need to make population and family life education an integral part of the school curriculum, particularly at the secondary level has become a critical element in the effort to raise popular awareness in the public in general and the youth in particular. Recognizing the possible impact of rapidly growing population on the natural, socio-economic development and people's quality of life, the socialist government of Ethiopia took some measures to moderate the demographic trend of the country (ICDR. 1989). The Institute of Curriculum Development and Research (ICDR) of the Ministry of Education was given the mandate to develop and implement the curriculum and instructional materials in population and family life education in Ethiopia. To do this it was found

appropriate to integrate population and family life education into the existing school subjects and the three carrier subjects namely Biology, Geography and home economics were selected. Accordingly the Institute prepared curriculum guidelines in 1989, and teachers' instructional modules in these three carrier subjects in 1990. After the preparation of curriculum guidelines and instructional materials, ten schools were selected for pilot testing for two years before its implementation at the national level. Because there was a need to change the whole curriculum (both primary and secondary) after the fall of the Socialist Government, the program was stopped before implementation.

Recently in response to the rapid population growth, the Federal Government of Ethiopia has formulated a National Population Policy in 1993 and organized an office under the Ministry of Economic Development and Cooperation. To implement its population policy, which has become a component part of the country's plan, many population programs have been launched including family planning/fertility control programs. Ethiopia has also formulated other policies (National Policy of Women, Health policy, Educational Policy) which can contribute towards achieving the objectives of the population policy.

One of the educational reforms in Ethiopian is the need to make population and family life education an integral part of the school curriculum particularly at the secondary level. There is now an intention to incorporate population and family life education in both the primary and secondary curricula. The mandate for preparing the curriculum and the teaching material is given to the ICDR, and in response to this responsibility the Institute has prepared workshops and some training activities. Resource books for teaching population and family life education in the primary schools and primary teacher training institutes is prepared by ICDR has already been made available in 1987, and the resource book for secondary school which is prepared by the Demographic and Training Center of the Addis Ababa University has been sent to for printing.

Conclusion and Recommendation

The population question has become a major issue in the present-day world. In a country like Ethiopia that has a vast territory and large population, population and family life education has a broad basis. It will be of far-reaching significance if population and family life education can be made universal so that people can study and grasp knowledge of demographic laws. Schools must continuously adapt their curriculum to the changing needs of the society for which they are created to serve. Throughout the world today we face the challenge of responding to what is commonly called the population problems. Today schools of many developing countries have made population components integral parts of their instructional programs. Population education is slowly finding its way into course offerings.

In Ethiopia, although the content analysis of the existing primary and secondary school curriculum indicates the presence of some forms of population related topics, they are not focused and are scattered with very insignificant impact on developing the awareness of students about population matters. Therefore there is a need for an articulated focus of population issues in the curricula in terms of objectives, content and methodology.

The following strategy must be followed: At the planning level, it is necessary to expose decision-makers and persons of authority to the need for introducing population education programs. In this regard both in-school and out-of-school population education programs can be employed in several similar strategies.

National workshops can be conducted and study tours should also be organized to acquaint decision-makers with various population situations, issues and programs. These activities can serve to assess the needs and direction for introducing population education program in the country.

In addition to these two activities, successive dialogues should be held with professionals, interested individuals and religious leaders to clarify the interpretation of population education for the in-school and out-of-school projects.

High level committees of advisers can also be set up to determine the line of direction for project formulation and development which can be made up of population experts of different offices such as from the Prime Minister Office, Ministry of Education, Ministry of Health, Higher Institutions, Women's Affairs and from relevant NGOs. The budget for these activities can be secured from both the Ministry of Education and relevant national and international agencies such as the United Nations Population and Family Life Agency.

After such awareness among the decision-makers has been achieved, there are two ways through which population education can be introduced in the Ethiopian school curricula.

One is to infuse it into the existing school course and the other is to introduce it as an independent subject. The infusion approach can be used at the primary level where it can be infused with the environmental science in grades 1-6 and with Biology, Geography and History subjects in the grades 7 and 8. At the secondary level the sub-unit approach is appropriate. Here population related issues are to be integrated with Biology, and Languages for the science students and with Geography and history for the social science students.

The more appropriate approach at the tertiary levels is making population and family life education an independent course of study. Particularly in teacher training colleges, population and family life education as a discipline has to be designed to equip the would be teachers with the understanding of the consequences of population growth and its past and future impact on the whole eco-system thereby preparing them as teachers of this discipline at schools.

Demographic Training and Research Center (DTRC) of the Addis Ababa University in collaboration with the Institute of Curriculum Development and research (ICDR) can play a significant role in training teachers for the teacher training colleges and preparing teaching materials for all levels. The Institute of Educational Research of the Addis Ababa University can take the responsibility of conducting research on how population and family life education has been implemented in other developed and developing countries so that the country can benefit from the experience of these countries. The Institute of Educational

Research can also conduct action research on how Population and family education can be more effectively implemented in the Ethiopian situation.

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