

RAPPORT RAPPORT

A Report of pilot study on provisions of guidance counselling services in secondary schools

A comparative study between Norway and Ethiopia

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A Report of Pilot Study

ON

**PROVISIONS OF GUIDANCE COUNSELLING SERVICES IN SECONDARY
SCHOOLS:
A COMPARATIVE STUDY BETWEEN NORWAY AND ETHIOPIA**

**BY
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AND
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Part-I: Introduction

Our idea of doing this particular study was initiated and motivated after we both gave lectures on approaches of guidance counselling for guidance counsellors, teachers and other students who participated in Buskerud University College in the course: *Guidance counselling and social pedagogy*.

Specially, when we presented a lecture on “How to give guidance counselling for students and parents from different cultures in Norwegian schools”, we found out that many of the participants have faced some challenges in dealing with students from different cultures, especially from African countries. Some participants were also suggested that it might be interesting and important to conduct a comparative study between Norway and one of the African countries – for us it had to be Ethiopia. This was even reinforced when Chernet Tekle lectured about African educational systems for students in teacher training and special needs education

It is clear that understanding the needs and some psycho-social problems of students from different cultures is important since, for example, guidance counsellors, social workers and teachers in many Norwegian schools will meet students and parents from different cultural and societal background. To our knowledge, there has been no published comparative study that focuses on guidance counselling provisions in Norway and Ethiopia, if any comparative study between different countries at all. From this, therefore, one can understand that there is a need of comparative research in this area.

It is in the light of the above background that this study was initiated to compare the provision of guidance counselling services in secondary schools in Norway and Ethiopia with particular reference to three secondary schools from Buskerud county - Norway and three from Nazareth area - Ethiopia.

We both believe that we might have special qualifications to do this work.

Chernet Tekle Weldeab has taken his Masters degree in Special Needs Education in the University of Oslo (UiO), Norway and he is now doing his Ph.D. in the same institution. He

has graduated a Bachelor degree in psychology from the Addis Ababa University (AAU) and has worked as a guidance counsellor and in projects of different non- governmental organisations in Ethiopia. He has been also working as a lecturer at the Addis Ababa University (AAU).

Terje Endrerud is educated cand paed at UiO, has worked as a school guidance Counsellor as well as educational psychologist (PPT) in Norway. He has been rector of an alternative school in Norway, as an associate professor at UiO and has been the Norwegian leader in a cooperation program between AAU and UiO between 1995 and 2000: which was targeted on “Competence building in Special Education in Ethiopia”. The project’s main target was to build up a Master programme in Special Needs Education in AAU. He is now an assistant professor at Buskerud University College.

We, therefore, have both research experiences in the field and worked as guidance counsellor in our own countries. In addition, we both have some cultural competence from both societies, which is most important to conduct this study.

1.1. Geographic and demographic background of the two countries

1. 1.1 Ethiopia

Location

Ethiopia covers an area of about 1.4 million square kilometres, of which an estimated 65% is arable land and only 15% is presently cultivated (CSA 2001). It is situated at the African Horn, land-locked but has access to harbours in Djibouti and Kenya. It also borders Eritrea, Somalia and Sudan.

The country’s geographical features include high mountains rising up to over 4500 meters, plateaus, deserts and low lands. There is a wide climatic variation. Ethiopia has three seasons:

The small rain season from February to May, big rain season from June to September and a dry period from October to January. In some years this can create both floods and drought, but under normal conditions many parts of the country are able to produce two harvests a year. The capital – Addis Ababa – lies in the central highlands at an altitude of 2400 m.

Climate

In Ethiopia there is a wide climatic variation ranging from the peaks of Bale, which receives periodic snowfall, to regular daytime temperatures and over 50⁰c in the *Danakil Desert*.

Ethiopia has three seasons: The '*Belg*' season (small rains) from February to May, the '*keremt*' season with the '*mehr*' rains from June to September (big rains), and the '*Bega*' season (dry period) from October to January.

People

In Ethiopia there are more than 90 ethnic groups who speak between 70 and 80 languages that belong to four major language families (Semantic, Cuschitic, Omotic, and Nilo-Saharan) (Chernet 1999). The Oromo (34%), Amhara (28%) and Tigray (17%) are the three dominant ethnic groups. Compared with most other countries, Ethiopia is in this respect a true conglomerate and true multiethnic society that really challenges education at all levels

Culture

The most significant area of Ethiopian culture is in the field of literature, represented predominantly by translations from Greek, Arabic, and other languages into ancient Geez and modern Amharic. Most of the works are theological or mythological in nature. Secular literature is largely confined to history.

Ecclesiastical architecture is relatively rich because of the early advent of Christianity in the country. Such structures and their frescoes usually show both Byzantine and Coptic influences. Ethiopia's skilful and imaginative silversmith is also notable.

Population

According to the 2001 census the population is estimated to be over 65 million – with about 45% under the age of 15. The fertility rate is as high as 5.9 children per woman, and the population in 2010 is estimated to 75 million (CSA 2001). The population is alarmingly

increasing, but the infrastructures and accesses like education and job opportunities are not proportionally developing, resulting in many children staying at home without schooling and many people without jobs. It is even worse for people with disabilities who do not participate in farming and who do not get opportunities to compete for education and jobs. Hence most of them are forced to live a desperately poor life or go to street corners or churches or mosques to beg (Tirusew, 1995).

Health situation

The health situation in Ethiopia is extremely poor as a result of low standard of living and limited health services. Even the available health centres suffer from shortage of trained manpower, diagnostic equipment and drug supplies. This implies that people with disabilities probably face more challenges in this respect (Hailemariam & Asrat 1996)

The HIV/AIDS has become one of the biggest problems in the country. It specially is affecting the productive members of the society. Children and youth are the most victimized citizen by this disease (Shimeles, 2002). In 1999 UNICEF estimated that between the ages of 15 and 24 there were 12% females and 7.5% males affected by the disease in Ethiopia (UNICEF 2000). The Ethiopian Ministry of health has estimated that there are about 750 000 AIDS orphans by the end of 2001. Added to all its individual tragedies it also has other devastating effect on education. The African Region Human Development Series has pointed out that in the most severely affected countries the HIV/AIDS is reversing years of investment in education and training, creating shortage of skilled labour in the modern sector, and burdening already overextending health budgets (The World Bank 2001).

Economy

The Ethiopian economy is predominantly agricultural. It accounts for 45% of Ethiopia's gross domestic product (GDP). The growing of coffee occupies 25% of the production and coffee accounts for about 55% of Ethiopia's export. Manufacture in Ethiopia is limited almost entirely to the processing of agricultural products (Chernet 1999).

The farming is mainly traditional and labour extensive. A lot of children in rural areas are holding back from school due to the fact that they are well-needed labour, financial problems

of families and other practical problems. This is even more severe for children with disabilities.

In the 1950's Ethiopia was an exporter of food grain, and often described as the breadbasket of the horn of Africa (Hailemariam & Asrat 1996). The country's long lasting civil war, the recent war against Eritrea and the frequent weather changes has among other reasons changed this position.

Religion

The Ethiopians are deeply religious people and especially the Orthodox Union Church (about 50%) headed by a patriarch and closely related to the Coptic Church of Egypt has a great impact on people's daily life. Most people attend church once or twice each day. Rituals and fasting periods are severely respected and the priest is a factor of power in communities. Other religions are about 33% Muslims, 10 % protestants 5% traditional and 2% others. Religion has a great impact on people's attitudes towards persons with disabilities (Endrerud, 2000)

Education System of Ethiopia (an overview)

In Ethiopia, the educational status of the population is very limited. According to the 1994 census, for example, of the total population aged 5 years and over, 11% of the males, 8% of the females and 10% of both sexes were attending school at various levels. Those who were attending school in urban areas constituted 34% while in rural areas it was only 6%. Of the total population of Ethiopia aged 10 years and above, 30% of the males, 17% of the females and 23% of both sexes were found to be literate. The literacy rate for urban and rural areas was found to be 69% and 15%, respectively (CSA, 1998).

The New Education and Training Policy of Ethiopia changed the educational structure. Accordingly, the 6-2-4 structure (six years of primary, two years of junior secondary and 4 years of senior secondary schooling) has changed to 8-2-2 (eight years of primary, 2 years of lower secondary and 2 years of upper secondary schooling).

The Education Sector Strategy (TGE, 1994B, cited in Habtamu, 1996) lays down the education structure of basic general, higher and specialized education as:

- a kindergarten system for children aged 4-6 years
- a primary education from grades 1-8 subdivided into two sections of basic (1-4) and general (5-8) education
- a general secondary education from 9-10
- a preparatory senior secondary education of 2 years and a system of vocational and technical education in parallel with it
- higher education of 1-2 years for diploma and 3-5 years for under graduate degree and an additional 1-3 years for post graduate degree
- a system of vocational/technical training in parallel with the academic education and coordinated and interlined with it
- special education system and distance learning in collaboration and coordinated with the rest of the educational system

The new policy allows children to learn in their own language. It also gives emphasis on giving vocational education for all levels. Such changes in the curriculum and emphasis on practical skills and the medium of teaching seem to be suitable for children with disabilities as every child is expected to acquire a skill by which to live and work in his/her community (Tibebu, 1995).

According to the education Statistics Annual Abstract the educational participation rate in Ethiopia in the academic year of 2000/2001 was: Primary 75%, secondary 12% while tertiary was only 1% (EMIS, 2001).

Guidance counselling in Ethiopia

Traditionally, in Ethiopia, youngsters get guidance and other advices, on their educational or social problems, from older people. Even though it is not formal, friends, brothers, sisters and other older members of a family have a significant role in providing advice and guidance depending on the individual's problem. If the problem is more personal, it is common for most people to share their problems to friends than members of the family. Influential persons

in religious institutions such as churches and mosques are also responsible in offering guidance services for followers of the religion.

Compared to the long history of Ethiopian Education, the service of guidance counselling in Ethiopian schools is at its early stage. The service is offered mainly in secondary schools and higher institutions. Most of guidance counsellors working in the schools and higher institutions have at least a first degree in psychology.

1.1.2 Norway

Location

Norway consists of the western and northern section of the Scandinavian peninsula, as well as the arctic island archipelago Svalbard. To the east of Norway lies Sweden, Finland and Russia. To the west, the North sea and the Atlantic Ocean and to the north the Barents sea. Including Svalbard, Norwegian territory covers 386,958 square kilometres, about one third of Ethiopia.. The mainland is long – 1752 km from the southern to the northern tip – about the same distance as Oslo to Rome. The coastline is one of the longest and most rugged in the world with some of 50 000 islands. About 2/3 of the country is mountain areas and only 3% arable land. (visitnorway 03)

Political system and religion

Norway is a constitutional monarchy. The executive power is by the government led by the prime minister and elected from the parliament who has the legislative power. The Norwegian Church is the official state religion with over 80% of the population as members, but it is fair to say that neither the church nor the religion has any strong position in Norway. Most people will regard Norway as a secularised country. In referendums in 1972 and 1994 the Norwegian people said no to join EU. The administration is divided in three levels – the state – 19 counties and 434 municipalities

Economy

The Norwegian economy is prosperous, with a combination of free market activity and government intervention. The country is richly endowed with natural resource such as oil, hydropower , fish , forests and some minerals, but is highly dependent on its oil production and international oil prices. In 1999 for instant oil and gas accounted for 35% of exports. Norway is third in the world in exporting oil, next to Saud Arabie and Russia. Norwegian manufacturing has traditionally more or less been raw-material based, and still is. Economically speaking Norway has anyway one of the highest life standards in the world – arguably may be the very highest. (CIA – The world factbook 03)

Population

Population at 01-01 2000 was 4 525 000, giving a population density of 12 per square kilometre. The capital city of Oslo had 512 000 inhabitants. The population growth rate is low, 2003 estimated to 0,46%, and the life expectancy at birth is estimated (2003) to be 76 years for men and 82 years for women (CIA). This is an indication on that the health situation is overall good. One example is HIV/AIDS that was estimated to affect 1800 persons in 2001, and less than 100 causes of death up to now. Fertility rate is estimated to be 1.8 children born/women

Age structure:

0- 14 years : 20%

15-64 years: 65%

65 years and over: 15%.

The median age in the population is 37.7 years (2002) (CIA 03)

Multicultural challenges

Norway is generally regarded as a homogeneous country with a scattered population who speak the same language – Norwegian – and belong to the same culture, and compared with other countries like US or Ethiopia it still is very homogeneous. Nevertheless – like almost every other country it always consisted of an ethnic and cultural mix of people. The Sami and the Finnish – speaking people are the best known minorities, and there tradition has a long history.

Nevertheless it is only the last 15 years that the issue of ethnic minorities has appeared on the agenda in the Norwegian community. This is due to a number of factors, but most important is the immigration from non-European countries. Up to the end of 1960th there were almost no immigrants from non-European countries. This year there is more than 100 000 but not more than 2,5% of the population. The first group were Pakistanis invited to Norway as “guest workers” in 1969 and later followed by others from the same parts of Pakistan – often relatives. In the same period and for the same reason immigrants also came from other countries, most important from Turkey Like many other West European countries Norway ban on immigration in 1975 – due to economical factors and the need for unskilled labour. But immigration continued in the up to now due to factors like family reunion and marriage. Other came as refugees and for human right put into practice. They came from countries like Chile, Iran, Eritrea, Somalia, Sri Lanka, Vietnam, Turkish Kurdistan and the former Yugoslavia. Most of those immigrants settled in the big cities – mostly in the Capital. Hence they very much settled in the same neighbourhood. Parts of some cities suddenly became a real multiethnic society – unusual and sometimes some frightening for ethnic Norwegians. 70 000 of these immigrants are Muslims, and both language another cultural differences are a major obstacle for integration and there is no doubt that discrimination is widespread. We can also observe incidents of racism. This is a issue many guidance counsellors has to deal with in Norway today. This issue has also a central place in both political and popular debate. (Hylland Eriksen 03)

Education system (an overview)

Universal schooling for children was introduced in Norway 250 years ago. From 1889 seven years of compulsory education were provided, and it was increased to 9 years in 1969 and in 1997 to 10 years. Upper secondary school is voluntary, but in practise almost all of the students attends

Compulsory schooling in Norway is ten years and start at the age of six. Primary and lower secondary in Norway is founded on the principle of a unified school system that provides equal, but adapted education for all on the basis of a single national curriculum. This is revised about every ten year and for the present one “education for all” is a basic precept. All children, regardless of social and cultural background and possible special need education. All

public education is free including upper secondary school. When we say compulsory schooling, it means that – every child in Norway attends schools up to 10th grade.

In the area where we did our interviews for the academic year of 2002/2003, 15% did not follow the main stream but less than 1% was without any alternative provided for by a special guidance counselling unit for the district. Many regard upper secondary schooling as a necessity for starting working life.

- **The main stages of education:**
 - Lower primary (grades 1-4)
 - Upper primary (grades 5-7)
 - Lower secondary (grades 8-10)
 - Upper secondary (grades 11-13)
 - Higher education

The municipalities (kommune) are responsible for primary and lower secondary schools, while the counties (fylke) are responsible for upper secondary and the state for higher education. At all levels there are some few private schools – on primary and lower secondary level about 2 %.

Upper secondary education.

Due to the fact that we selected our interviews from this level, we will in this report give more detailed information about secondary education. Since autumn 1994, everyone between the ages of 16 to 19 has the right of three years upper secondary education leading either to higher education or to vocational qualifications or partial qualifications. Applicants are entitled to a place on one of the three foundation courses they apply for. It has been made easier for those who have opted for vocational training to acquire the necessary additional qualifications for entrance to higher education. As mentioned above County authorities are obliged by law to provide a follow – up service that for young people that neither are attended education or are unemployed. Pupils with special educational needs are entitled to more than 3 years

Upper secondary education is provided throughout the country and is designed to make equivalent educational courses available to everyone. Previously there were a number of

different types of secondary schools, but since 1976, Norway has had a uniform upper secondary high school combining general theoretical and vocational training and giving equal status to practical and theoretical education – at least in principle. The education is offered side by side – often in the same building. During the first year are offered one of 15 foundation courses. Specialized courses are offered in the next two years (advanced course 1 and 2) and in apprenticeships. Apprenticeships schemes are part of the system – The two first years are provided at school and the final – one or two years- is given at a workplace in form of on- the- job training. If not enough and adequate workplace is available the school will provide for the whole run, but the same certificate is offered for the students.

The 15 foundation courses:

- General and business studies
- Music, dance and drama
- Sport and physical education
- Health and Social care
- Arts, Craft and design
- Agriculture, Fishing and Forestry
- Hotel and Food-processing Trades
- Building and Construction Trades
- Technical Building Trades
- Electrical Trades
- Engineering and Mechanical Trades
- Chemical and Processing Trades
- Woodworking Trades
- Sales and Service Trades
- Media and Communication

Higher Education

Higher Education consists of studies given at Universities and University Colleges. Entrance to such institutions is normally gained on the basis of upper secondary schools with some

minimum demands in the main subjects, but it is possible to gain entrance of the basis of what is called real competence.

There are 4 main Universities in the country located in the main cities: Oslo, Bergen, Trondheim and Tromsø. There are 8 other specialized Universities for agriculture, economics and business, veterinary, sports, music, architecture and arts.

Scattered all over the country you will find some 20 University colleges with great variety both in courses and volume. There is a good coverage according to take higher education in Norway (Ministry of Education and research 03, Det Kongelige kirke-, utdannings- og forskningsdepartement 96)

Guidance Counselling in Norwegian schools

The service of guidance counselling is relatively new in Norwegian schools, and it started about 1960 due to the introduction of a new school system. The ideology reflected that days educational ideology based on behaviourism and belief in objective testing for guiding pupils to take the right courses out of different difficulties.

In the 70`th the focus was transformed to more social educational work with focus on pupils with different social, emotional or behaviour problems, in some sense the schools social worker. Until the beginning of the 70`th there were a big discussion of the qualifications that was needed, ordinary teacher or a specialist for instant psychologist. The first standpoint won, and up to the 90`th there were no specified qualifications set. This is changing now. More and more school authorities, like Counties and municipals demands a minimum of specialist education for this kind of work. The caretaker role of the school in the society was strongly emphasized in 1980 and 90. (Hagen 93)

The tendency now is that the Counsellor shall work more systemic towards the school as a system and less individually, and lately there have been some research regarding the benefit of splitting the service into two divisions: 1 social worker and 2 vocational guidance which is one part of the work that the ruling minister emphasize. There is a big discussion among guidance counsellors about the benefit of this arrangement.

Stortingsmelding nr. 30 (2003 – 2004) Kultur for læring, (White paper for the parliament: Culture and learning) is primarily concerned about vocational guidance and it states that the

students are entitled by law to have guidance about education and vocational questions as well as about social issues, it also points out that a lot of the students experience that the counselling is superficial and that the competence of the guidance counsellor is low – that is that they have relatively low formal competence in guiding. We can find the same point of view in a review from the department of labour and administration (Arbeids og administrasjonsdepartementet 2004). Both of these authorities argue for stimulating the development of programmes for strengthening the competence of the guidance counsellors, especially vocational counselling. Although the Department of Education will hand over to “the school owner” in our case the county the freedom to decide the organisation, use of personal and other resources used on counselling. In this sense we can say that counselling is put on the agenda from authorities in Norway today.

1. 2. The research questions

The present study is designed to investigate the following major questions:

- What are the situations of guidance counselling services in secondary schools of the two countries?
 - o What are the similarities
 - o What are the differences
- What are the major problems of students that come to guidance counsellors in the two countries?
- What are the experiences/challenges of guidance counsellors of secondary schools in the two countries?

1. 3. Objectives of the study

The study was conducted based on the following objectives:

- To explore the situations of guidance counselling provisions in secondary schools of the two countries

- To identify the similarities/differences in the provision of such services in the two cultures
- To identify the major problems of students in the two different societies
- To identify the similarities and differences of experiences/challenges of guidance counsellors in the two countries

Part-II: Methodology

The study employed a qualitative approach. More specifically, interview, observation and document analysis were employed. That is, in-depth interviews were made with guidance counsellors in the selected schools. In addition, some guidance observation of some activities in the schools that are related to guidance counselling was made. Furthermore, relevant documents of the schools have been consulted.

2.1 Population and Sample

2.1.1 Areas of study

Two areas were selected purposefully from the two countries. The area selected from Ethiopia was Nazareth while Buskerud County was selected from Norway. The selection of the areas was made based on the familiarity each of us has for the places in our own countries and the availability of the needed number of schools in the areas.

2.1.2 Schools

Six secondary schools were selected from the two mentioned areas in the two countries (three from each country).

The schools selected from Nazareth area were:

- Hawas vocational and educational secondary school
- Adama secondary school
- Mojo secondary school

The schools selected from Buskerud were:

- Hønefoss videregående skole
- Ringerike videregående skole
- Rosthaug videregående skole

2.1.3 Participants

Eight guidance counsellors were identified – 4 from each country - and participated in the study. 5 of them were males while 3 were females. Their age ranges from 39 to 55 while their years of working experiences range from 13 to 31 (See Annex-I).

2.1.4 Interviews

All the selected guidance counsellors were interviewed in their offices. A combination of both free and semi-structured interview was used. The free form of interview gave guidance counsellors a freedom to talk about what they wanted to talk about while the supporting questions or semi-structured questions help to elicit more specific answers for some issues (Fraenkel and Wallen, 1993).

2.1.5 Observation

The necessary observation was made in some guidance counselling offices of some schools based on the research questions of the present study. This includes the availability of recourses or facilities in the offices.

2.1.6 Document analysis

In addition to the methods described above, relevant documents of the schools were consulted and analysed to get additional information about the situation of guidance counselling services.

2.1.7 Instruments

The major types of instruments employed for the data collection of the study were interview guide and observation guide.

An interview guide has been developed based on the research questions and applied in conducting in-depth interviews with the selected guidance counsellors from the selected schools.

In addition, observation guide has been prepared and used in observing the activities that are related to guidance and counselling services.

2.1.8 Data collection procedure

The data collection for the study was made in two phases

Phase-I

Data collection has been made through interview, observation and document analysis from three schools in Nazareth area, Ethiopia. All the interviews have been tape-recorded and some notes have been taken on a logbook. Data from the observation has been recorded using a video recording.

Phase-II

Data collection has been made through interview, observation and document analysis from three schools in Buskerud County, Norway. All the interviews have been tape-recorded and some notes have been taken on a logbook. Data from the observation has been recorded using a video recording.

2.1.9 Data analysis

The data that has been collected through the above methods has been organised and presented under thematic contents that was formulated under each research questions mentioned above. Then all information has come together and has been analysed along some prominent themes suggested by Denzin & Lincoln (1994) and Smith et al (1995).

Part-III: Major Findings

3.1 Findings in Ethiopia

3.1.1 The Situation of Guidance Counselling in Selected High Schools of Ethiopia

A total of four guidance counsellors were interviewed from three selected high schools found in the study area. The interview aimed at assessing the provision of guidance counselling service in Ethiopia inferring from the situation of three selected high schools.

Features of guidance counselling in Ethiopian high schools were examined in terms of:

- The challenges the counsellors face in providing guidance counselling
- Major problems of students who seek guidance counselling
- How the students come into contact with the counsellors
- The type of relationship that exist between parents and the counsellors
- The counselors contact with others
- The counsellors contact with social institutions and
- Their attitude towards the current educations system of Ethiopia.

3.1.2 Challenges faced by the informants

Two of the informants are part timers. As to them, working as a part timer is a problem by itself because it is not possible to give enough time for the students since they are also engaged with other responsibilities. Thus, they concluded that working as a part timer affects the goals that they set.

The informants also pointed out that being engaged with other responsibilities has also a problem on the provision of the counselling service. Vis-à-vis this, one of the informants said the following:

I was forced to teach English knowing that it was not my minor. But I refused since I was not trained for that. I was also made a unit leader and it had affected my major work. I do also some sort of secretarial work like duplication and it seems that I am here to do that for the most part rather than the guidance counselling. Since I am not satisfied with my work at the school, I have started to work outside the school with some organizations that are working on HIV/AIDS (informant-3).

Getting a proper place for counselling is another problem reported to be serious by all of the respondents. They said that they use their colleagues' offices to talk to students. One respondent said that since his office is shared with others he is obliged to sit under tree shades in order to keep their discussions confidential.

Lack of access to conduct research or participate in discussion forums on topics related with the field under study has been also reported as a setback by one of the informants.

The same informant pointed out that he had no ample time to discuss with his students. He said there are two shifts and in both of the shifts students are busy to talk to him. This shows that guidance counselling is not given the proper attention notwithstanding its importance.

3.1.3 Major problems of students that came for counselling

The following were the major problems of students as identified by the counsellors

- **Rape:** in one of the schools, the guidance counsellor has reported that two girls were raped, in different times, on their way to school.

- **Abduction:** According to the report of one of the interviewed counsellors, abduction (forced marriage) was one of the problems came to him. He has reported that there was one girl who was abducted on her way to school.
- **Economic problems:** As identified by the interviewed counsellors, economic problem of their families found to be the major sources of educational and psychosocial problems for many students.
- **Family disintegration (divorce):** The counsellors have reported that one of the problems presented to them by students was a problem that caused by family disintegration
- **Being late to come to school:** Inability to be on time at schools due to the long distance between schools and students residences.
- **Behavioural problems:** Truancy, fighting with others and other disciplinary problems was identified and reported by the interviewed guidance counsellors
- **Dropping out** of school was also one of the problems identified by the informants. According to the informants, there are two major causes for leaving school. The first one is economic problem and the other is death of parents due to HIV/AIDS.
- **Problems associated with education.** According to the report of the interviewed counsellors, most students have no clear understanding as to how to concentrate on their studies, how to use their time and how to program themselves.
- **Falling in love** and not knowing what to do
- **Lack of enthusiasm** and motivation
- **Having a gloomy picture** of their future

3.1.4 How do the students approach the counsellors?

Two of the interviewees uttered that the problems that students face determine the way they approach the counsellors. For instance students who need to be counselled about their economic problems come by their own. On the other hand, teachers bring students to the counsellors having disciplinary problems.

Conversely the other interviewed teacher revealed that students usually come by themselves and referred by other teachers rarely. He also said that teachers or the director might ask him to give advice when there is a problem with a student. Different from the others experience, he said that he could be asked by the director to counsel some teachers.

3.1.5 The interaction between parents and the counsellors

Again two of the interviewed guidance counsellors stated that they contact parents when the problem is a serious one. Otherwise it ends between the counsellor and students. They ascertained that parents do not come by themselves. It is always the counsellors who take the initiation to confer about students' situation.

Talking about the limitations of discussing with parents, the informants said that some students, when they are asked to come with their parents, they come with either strangers or relatives. Sometimes the strangers are paid for the service they provide. Asked why students prefer to do so, the informants replied that either parents are not willing to get involved or students are afraid of measures that could be taken by their parents.

On the other hand, the other interviewee stated that his contact with parents is frequent. He said "when a student tells me about his/her problem, I call his/her parents and discuss with them". As to him, the discussion he makes with parents helps him to figure out if the student has any problem at home, which helps him to identify the source of the problem and come up with a solution that involves the student him/herself.

3.1.6 The interaction between guidance counsellors and others

A question that evolved around identifying the nature of the interaction with others (school authorities, other teachers, health professionals, police etc.) was posed for the interviewees.

All of the interviewees acknowledged that they have a healthy relationship both within and outside the school environment even though there are some conflicts with directors. The

following excerpts are taken from the interviews conducted in support of the aforementioned fact.

I am working in collaboration with different people both in the school and outside the school. I participate in different affairs (informant-1).

There is a healthy relationship with the administrative staff. We also have good relationship with other teachers. Sometimes we get support from the police when we face problems that are beyond our capacity (informant-3).

The director assigned me to work as a copier in the school rather than working as a guidance counsellor. Therefore, I usually have conflict with him...(informant-4)

3.1.7 Contact with social institutions

The interviewed guidance counsellors have reported that they have contact with other social institutions such as churches, mosques, police, and other governmental and non-governmental organisations.

3.1.8 Opinions about the current education system

The interviewees were asked to give their comments on the current education system especially as it relates to the provision of guidance counselling services. They mentioned that assisting students in education and disciplinary areas are the major objectives of the guidance counsellor as per the new policy. Every educational activity is considered as guidance service. However, the informants were of the opinion that the new education system is not promising and encouraging when it comes to guidance counselling services.

They cited the following as hindrances to the development of guidance counselling.

- No attention has been given from the Ministry of Education for this service
- Guidance counsellors are not given training (lack of capacity building training)

- Guidance counsellors are not given incentives and their salaries are not attractive
- Lack of facilities
- Lack of commitment (on whose side and why is not clear. Add something or rephrase this)

3.2 Findings in Norway

3.2.1 The Situation of Guidance Counselling in Selected High Schools of Norway

The same set of questions was posed for four guidance counsellors working at three different high schools in Norway. These interviews were given in their offices.

3.2.2 Challenges faced by the informants

One challenge that was mentioned was salary. Up to now they had earned less as what they would have done as teachers, which all of them were qualified. Now they could negotiate, and so far succeeded. Another challenge was dealing both with personal and social counselling and career, educational and vocational counselling. As discussed under 1.1.3 the splitting of the service into two divisions is an issue in Norway today. Our informants were not in support of this arguing for a holistic view of students and that knowing and counselling students in both areas was a benefit especially for students with special needs or attention.

All the Norwegian Counsellors were part – time Counsellors and part time teachers: 50 – 60 – 60 and 70% counselling respectively. One of them (70%) was satisfied with this arrangement:

I don't think combining counselling and teaching since it is important to see the classroom situation also. I don't have serious problem in combining the two. But it is a problem if you have many classes. This year I have only one class (informant 6)

The others found the combination difficult:

I think it is hard to do both teaching and counselling. No time to prepare your lessons like the other teachers. It is difficult to manage both. You just start counselling your student in the office and suddenly you look at your watch and you know that it is time for your teaching. In addition there are meetings too (informant 5)

We suggest that it is better to be either a full time teacher or full time counsellor (informants 7 and 8)

We note that the counsellors who were satisfied had 70% of his job as counsellors, and teaching only in one class. So probably a greater part of counselling and less of teaching in way can solve this problem.

3.2.3. Major problems of students that came for counselling

Due to their acquaintance with students, the informants were asked to point out problems that they have been dealing with most frequently thus far. Accordingly, they listed out the following.

- Social problems mostly problems related to their spare time, juvenile gangs, trouble with police, but also bullying others, interrupting the lessons
- Personal Problems such as problems with the family, friends, teachers and other emotional problems-
- Problems related to drug use
- School problems both academic and welfare in school situation, problems with teachers and peers. For instance, one of the informants reported as follows:

Conflict between teachers and students are really difficult because on one hand you are a colleague and on the other hand you have to help the student (informant 5)

- Concentration problems
- Educational problems such as academic shortcoming, inability to decide which academic stream to follow, truancy, absenteeism and drop out.
- Suicides -but this was very infrequently

3.2.2 How do the students approach the counsellors?

This question was posed in order to know how the students approach the counsellors, and the informants have said the following accordingly:

Some of the students come by themselves and some are told by the teachers to visit me. Sometimes parents call and ask for a talk or discussion... I can say it is fifty -fifty. (Informant-5)

Mostly they come by themselves. But cases such as academic problems, truancy or sickness are referred to me by teachers...(Informant 6)

Teachers bring students to me in the case of truancy and educational problems. Sometimes students themselves also come to us with the above-mentioned problems. Occasionally parents request me to discuss about their children. (informant 7 and 8)

3.2.4 The interaction between parents and the counsellors

With reference to the question that directs towards identifying the type of relation that exists between parents and the guidance counsellors, the informants have said the following:

If the student wants to cooperate his/her parents, yes I do that. If the student is above 18, it is difficult to contact their parents with out his/her permission.

(Informant 5)

Our interaction with parents is not much. At the beginning of the academic year we met parents and provided them with information. But in some cases parents come with problems. (Informant 6)

In some cases we cooperate with parents. Parents come to us and we also go to them at times. So there exists a two-way communication. Some of the problems that we discuss with parents are truancy, absenteeism, and dropouts.

(Informant 7 and 8)

When it comes to interactions with parents it seems to be different, probably due to the counsellors attitude, but also it is no tradition for bringing in parents for students over 16, and over 18 there are some restrict according to rules.

3.2.3 The interaction between guidance counsellors and others

The informants were also asked what kind of relation they have with school authorities, other teachers, health professionals, the police and the like. All of the informants affirmed that they work closely with other bodies or individuals. The following citations are taken from the interviews conducted as they best explain the kind of relation that exist among the counsellors and others.

We have started this year meeting with counsellors, vice administrator and the nurse, PPT and the teacher that is responsible for special needs service every Tuesday. We do presentation about the cases that we work with. We take round and report what we were doing. There is a meeting every other month at the police. Everybody working with youngsters participates in this meeting. We also work together with the police on cases of drug use. When conflict arises among students the police is the first that we inform. (informant-5)

We cooperate especially with other counsellors in Junior High Schools. We meet at least 3-4 times every half-year. We cooperate with other teachers in providing our services. We also work together with the police especially on cases related with substance abuse. We also work in collaboration with school nurses. In the meeting we hold every two weeks in our school, the school nurse and PPT (-school psychology service) participate in the meeting. (informant 6).

During handling cases such as drug problems and violence, we cooperate with the police. We also cooperate with health professionals. Every 14 days we conduct meetings with health professionals. There is a specialized nurse in the region and we use her. The social security and child health authority are the other institutions that we work with. We have a good working relationship with teachers who teach in our school. They bring their conflicts to us. When there is disagreement among them they come with the problem and we try to solve the problem. Our relation with the administrative staff is a fine one as well. (informant-7)

As sited above we see that in Norway there is a lot of cross service cooperation – both formally and informally. It seems that the Norwegian counsellors has a great network of professional cooperating partners

3.2.4 Contact with social institutions

Asked what kind of contact they have with social institutions like the church/mosque, the informants have said that they contact such institutions very seldom except from A-etat (employment service). One instance cited by one interviewee was death of somebody on accident in which they contacted the church.

3.2.5 Opinions about the current education system

From the counsellor point of view the thought the current system: Reform 94 focuses too much on theory, and too less adapted to students with practical interest and orientation

Now it is changing again. It is good in some ways and not good in other ways. It focuses on theory and this is good for students but not for some. There are students who like practical activities...otherwise; I think it is OK (informant-6

According to all the counsellors the emphasizing on theory create a lot of the problems they were dealing with.

Part IV: Analysis

This part of the study dwells on analyzing the provision of guidance counselling services in the two countries based on the situation in the purposely-selected high schools.

The findings, which were dealt with in the previous part, only discussed features of guidance counselling. Since the study was a comparative one, similar points were employed to examine the provision of guidance counselling. These points were;

- Challenges faced by the guidance counsellors.
- Main problems of student who sought the service.
- Students' contact with the guidance counsellors.
- The counsellors' interaction with parents and others.
- The guidance counsellors' contact with social institutions.
- The guidance counsellors' out look towards their countries education system.

The differences and similarities of the countries in relation to providing guidance counselling services in high schools will be presented as follows:

4.1 Differences

4.1.1 Service Provision

Interviewees from Ethiopia pointed out that they have problems of getting proper place to talk to students. But this has never been reported to be the case among the Norwegian group of interviewees.

Actually this was the biggest difference, both in facilities, access to literature, computers and on duty training. In addition, in Norway, the county itself has an officer who cares for this, annually courses and other updating.

4.1.2 Students' Problem

As the students who benefited from the guidance counselling services were from two entirely different socio-economic and cultural settings, differences were observed among issues of counselling.

For instance, rape, abduction and economic problems were reported to be cases handled by the Ethiopian guidance counsellors. Whereas suicide (but very infrequent) and problems related with drugs were peculiar to the Norwegian counsellors.

4.1.3 Counselors' Contact with Others

The findings revealed that the Norwegian guidance counsellors have a range of contact with others. Other counsellors, administrative staff of schools, nurses, the police, personalities working with youngsters, other teachers, health professionals, the social security and child health authority were among the listed institutions as well as individuals with which the guidance counsellors work. All three schools had scheduled and frequent meeting which also including the regional educational psychological service for young people (PPT). It is one pin pointed strategy with cross sectional cooperation in Norway – well imposed from school authorities.

In contrast, the Ethiopian guidance counsellors' contact with others was limited in relation to Norway. The interviewees worked with the administrative staff, other teachers and the police more often than not.

4.1.5 Training

The professional training was also one area of difference. In Ethiopia, before becoming a guidance counsellor one should complete four year training in psychology. The interviewed guidance counsellors in Ethiopia have graduated the four year training in psychology from the Addis Ababa University.

In Norway, however, there is no need to take training in the field of counselling, special needs or psychology to become a guidance counsellor. All the interviewed guidance counsellors have trained as a teacher in different subjects and worked as teachers before becoming guidance counsellors. All of them had additional education relevant to counselling. One had one year education in counselling and social work; two were educated in special needs ½ and 2 years respectively and the last one in family guidance even though this education is not necessary to have the position.

In addition to the differences between the two countries on the criteria of being a guidance counsellor, it was also observed that all the interviewed guidance counsellors in Ethiopia work the guidance counselling job in full time while the Norwegian counsellors do the job on a part time level.

4.2 Similarities

4.2.1 Students' Problem

The finding also revealed that there were problems that students found in the two countries share despite the existence of various differences. These common problems were related with schooling. Some of the problems mentioned were: lack of concentration on their studies, inability to use time effectively and program oneself, inability to decide which academic stream to follow, truancy, absenteeism and drop out, though the drop out % is far more high in Ethiopia probably due to living conditions and other housing problems.

4.2.2 Students' Contact with the Counsellors

Whatever problem has made the students to see the counsellors; the students' first contact was initiated by either the students themselves, their teachers and rarely by parents.

This fact holds true at both study areas.

4.2.3 Counsellors' Contact with Social Institutions

From the findings, it could be deduced that interviewees had a minimal contact with social institutions like the church or mosque in both study areas. In Norway it seems to be more common to have contact with others – which is a tradition and on well pointed ideal from school authorities cross sectional cooperation (tverretatlig samarbeid). Generally, it seems that both study areas are similar in contacting and working with other social institutions such as Churches, Mosques, police, health workers, etc...

Part V: Conclusion

As mentioned in the introduction part, the major objectives of the present study were to explore the situations of guidance counselling provisions in secondary schools of the two countries; to identify the major problems of students in the two different societies; and then to identify the similarities and differences of experiences/challenges of guidance counsellors in the two countries.

There are obvious differences between the two countries that can be attributed to the economical standards. In Norway which is one of the very richest countries in the world, we have observed appropriate situation for guidance counselling that includes a nice office with nice furniture and well equipped with computers connected to internet, lots of textbooks and so on. In Ethiopia on the other hand, the offices were not well furnished and even one of the counsellors told us that he had to go under a tree or some other places in order to talk to students and to keep confidentiality. While we were in his office, we have observed that there were no furniture except two chairs and a desk and no sufficient equipments except some papers and a pen. As mentioned above, there were also some differences that can be associated to cultural differences. For instance, guidance in Ethiopia is a task mainly for the family while in Norway it is more left to professionals outside the family.

There is a big discussion in Norway on the issue of splitting guidance counselling service in to two – social and vocational service while in Ethiopia this is not an issue and both services are provided in combination.

Generally, from the findings of the study, the following conclusion can be made:

- It was found that the provision of guidance counselling differs in the two countries in relation to ways of service provision, the counsellors' contact with others, and the professional training.
- There were also some similarities especially in relation to some educational and social problems of students, students' contact with counsellors as well as counsellors' contact with other institutions.

Since the present study is a pilot study, the magnitude of the study was limited with a very little number of schools in both countries. Therefore, it is necessary and important to give a serious attention/consideration for it and to conduct a comprehensive comparative study between the two countries.

Annex 1

Background Information Of Informants

No	Name	Age	Sex	Educational Background	Work Place	Work Experience (Years)	
						Specific (No. of years of work experience at current position/work place)	General (Total no. of years of work experience)
1.	Informant-1	55	M	B.A in Psychology and Pedagogical Science	Ethiopian school 1	3	31
2.	Informant-2	40	M	B.A in Psychology & Educational Administration	Ethiopian School 2	7	17
3.	Informant-3	49	M	B.A in Educational Psychology	Ethiopian School 3	10	18
4.	Informant-4	39	M	BA degree in psychology	Eythiopian school 3	3	16
5.	Informant-5	39	F	BA art 1 year counselling and social work	Norwegian school 1	7	13
6.	Informant-6	53	M	MA science 1/2 year spec ed	Norwegian School 2	22	22
7.	Informant-7	49	F	A university education in home economics, family guidance education, social & health studies and media	Norwegian School 3	18	26
8.	Informant-8	50	F	Special needs education 2 years	Norwegian School 3		15

Annex 2

Interview Guide

1. Background information (name, age, sex, educational background, and work experience).
2. Are you a full time counselor or a par timer?
3. What sort of problems do you encounter with as a par time counselor?
4. Do you have other responsibilities other than counseling? If you do have, what challenges do you face as a result?
5. What differences do you feel exist between you and other teachers at your work place? Do these differences set off any problem?
6. As a counselor what do say about the major problems that students come along with?
7. Do students come by themselves or with others when they come to you?
8. Where do you counsel your students?
9. Do you co-operate with parents? If yes in what way?
10. Do you co-operate with others (like school authorities, other teachers, health professionals, police)?
11. Do you work with social institutions (like religious institutions)?
12. What do you think about the current education system of the country?

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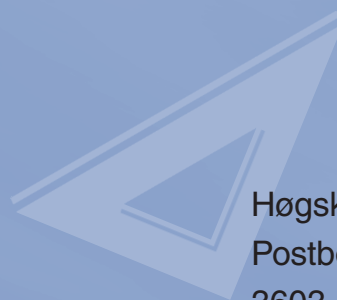
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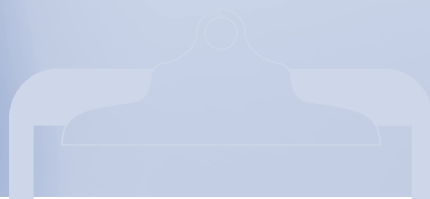
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