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A Bi-annual Bulletin of the Faculty of Teacher Education, St. Mary's University College

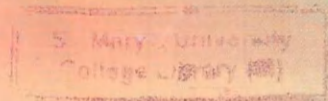
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INSIDE THIS ISSUE

በውስጥ ገጾች

EDITORIAL	- - - - -	1
RESEARCH	- - - - -	2
REFLECTION	- - - - -	6
BOOK REVIEW	- - - - -	15
COMMENTARY	- - - - -	17
ቅኝት	- - - - -	20
እንግዳችን	- - - - -	23
ተውራት	- - - - -	24
ዳሰሳ	- - - - -	27
ብሮግ	- - - - -	28
አጫጭር ገጠመኞች	- - - - -	30
EDUTAINMENT	- - - - -	32

Special Edition



Quote of this issue

“The school has always been the most important means of transferring the wealth of tradition from one generation to the next. This applies today in an even higher degree, for the family as bearer of tradition and education has become weakened.”

Albert Einstein (1879-1955)

EDITORIAL

'Where there is a will, there is a way'

It was some ten years ago, in 1991 E.C., that St. Mary's University College, the then St. Mary's College, was established in Awassa with a few number of students as well as teaching and administrative staff. As a matter of fact, it is quite true that starting something is the simplest thing of all. What is most difficult, important as well, is the systematized continuation and gradual achievement of what has been started. In this regard, in order for any scheme to be viable, it needs to have courageous staff, effective management, and wise use of the available resources. To this effect, St. Mary's University College has proven to be an outstanding competitor in the higher education sector in the past ten years. Of course, the University College, before its glamorous success, had to traverse highly testy situations. But, thanks to the effort exerted by its teaching and administrative staff, both the distance and the regular divisions of the institution have reached the crescendo one might expect of such an institution within the past ten years of endeavor - a time span which might be considered to be very short in regard to expecting great achievements.

By and large, the contribution of private higher education institutions in the overall development of any country is not questionable. They are vital in the augmentation of skilled/trained manpower vis-à-vis the efforts of governments in this area. Moreover, the role they play in creating job opportunities makes them a necessity rather than an

option to their nations.

In our case, a decade is not mathematically a big deal especially in the realm of education. Because, the fruit of education is not to get reaped within such a short period of time; it is rather an activity the effects of which are observed far beyond the contemporary generation.

In connection with this, the Faculty of Teacher Education, which is one of the faculties of the University College and currently comprising the Departments of Languages, Social Sciences & Education, Mathematics & Natural Sciences, has been trying its level best in the field of training teachers in certificate, diploma, and degree programs, in both regular and extension mode of delivery. In the past ten years, a total number of nearly 1500 graduates have joined the working force of the country in the teaching profession. According to the feedback we have, almost all of our graduates are discharging their responsibilities as per the expectations of the schools they are working for, even to the extent of becoming prize winners in best teaching at times. When we say this, we do not mean that all graduates of any education institution including that of ours are flawless.

We understand that quality does not come overnight; it is simply a process. It comes through time and needs the effort of the individual. It cannot be achieved solely by classroom teaching or by sheer wish. It highly needs an extraordinary

exertion of synchronized efforts. We understand that our graduates realize this fact and try to update themselves to stay competent as ever in their teaching career.

In the near future, our Faculty is planning to expand the services it is delivering now. In light of this, we are about to launch new short and medium term training courses in a variety of training areas. Among others, English for Adults and on-job training for kindergarten, first, and second cycles teachers are the ones that will be given special focus.

Finally, we would like to stress that all our success in the past ten years is the result of the concerted efforts among the entire staff of the University College and the stakeholders in general. Moreover, our vintage years of the past and the present are indicative of our success ahead. And in connection with this, we should realize the essence of the old adage which goes: 'Where there is a will, there is a way.' So long as we have the will along with the necessary provisions, we will inevitably attain more.

"If we are to catch up with and surpass the advanced countries in science and technology, we must improve not only the quality of our higher education but, first of all, that of our primary and secondary education."

Deng Xiaoping (1904-1997)
Chinese statesman.



ESDP III and Some Qualms about Quality in Our Schools

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Among many features that characterize a variety of changes defining the Ethiopian education system at various levels, expansion remains central and outstanding. Notwithstanding what the country has witnessed so far, the trend in this direction is set to continue. No where can this be evidenced better than the Education Sector Development Program (ESDP). ESDP III which spans the years from 2005/06 to 2010/11 aspires to effect further expansion plans in TVET, teacher education, undergraduate and post-graduate programs.

The plans are indicative of the Herculean tasks that await the government and institutions which are expected to transform plans into achievable realities. The question of doing so is not mainly about meeting targeted figures. There are issues of efficiency, equity, access, etc that appear to deserve serious and corresponding considerations in our primary and secondary schools. I have chosen to investigate the issue of quality in this article considering the four key indicators ESDP III has identified as S - T ratio, teacher qualification, S - Textbook ratio, and assessment of learning achievements in our schools. One should not, however, presume that ensuring quality in the Ethiopian schools is a matter of addressing these four areas only.

Quality: An Issue of Academic Musings or a Reality?

The issue of quality has always been a major concern for educational systems - especially for those that are engaged in massive expansion. A country like Ethiopia which is required to cater to what is considered as the largest student population in Sub-Saharan Africa cannot abate its expansion drive. In some ways, we have to make up for what we have not done enough in the past. However, the system should care equally about quality as it does about expansion.

Quality concerns in the Ethiopian case are not the result of simple apprehensions born out of facing a new growth scale unprecedented in the entire educational history of the country. Nor are they the result of skeptical academic musings. They have rather turned out to be a reality. Parents, students and teachers feel the crunch. The government admits it:

It is generally agreed that there has been a deterioration of quality in education as a result of the rapid rise in enrolments. The first and second National Education Assessments (NEAs) conducted in ESDP I & EDP II (2000 and 2004) revealed low students achievement, which was attributed to over crowded classrooms, and the poor quality of textbooks, and also to the absence of teachers' guides and hence inappropriate use of textbooks by teachers (STURE 2008:8).

S - T Ratios

The expansion witnessed over the last decade has among other things,

exacerbated the S-T ratio which has been continuously on the rise. As noted by the MoE (2005), the S - T ratio at primary level (Grades 1-8) has been augmenting since the beginning of ESDPI. In 1996/97, the ratio was 42 and it reached 65 in 2003/04. The figure is now maintained at around 60. In a similar vein, the S - T ratio at secondary level reached 54 in 2004/05 from 35 in 1996/97. It's now beginning to show a declining trend, though a lot remains to be desired yet.

Table 1: Plans Vs Achievements in S-T Ratio

Quality Indicator	Base year 2004/05	Target set for 2006/07	Status of 2006/07
Primary 1-4 Student S-T Ratio	71	65	62
Primary 5-8 S - T Ratio	55	52	52
Primary 1-8 S - T Ratio	66	61	59
Secondary 9-12 S - T Ratio	51	48	48

Source MoE: 2008

These are some improvements in the S-T ratio at the primary and secondary levels. However, the average number of students given for Ethiopia still shows a high average for the system as a whole, as well as wide variation across sector, locality, levels of education, and region. It is also among the highest ratio in Africa (World Bank 2005). The improvements do not, thus, leave any room for complacency.

To be Continued on page 26

Is Management in Education a Special Case?



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been given to the unique aspects of educational management and a conclusion has been drawn from the discussions thereof.

II. The concept of Management

Different writers have attempted to define the term management from different perspectives. Though there is no consensus in the definition of management, authors agree that it is a universal process in all organized social and economic activities (Sherlekal et al. 1979). This implies that management is not merely restricted to business or industrial undertakings. It is rather an operative force used by all organizations established to achieve stated objectives or purpose. The following are some of the often-quoted definitions of management in which the differences of opinions and approaches are reflected.

1. "Management is knowing exactly what you want men to do, and then seeing that they do it in the best and cheaper [efficient] way" (F.W. Taylor). From this definition, we do realize that Taylor is basically concerned with plant management.
2. "To manage is to forecast, to plan, to organize, to command, to coordinate, and to control" (Henry Fayol). Similarly, J.Lundy defines management as a task of planning, coordinating, motivating and controlling the efforts of others toward a specific objective. Both the definitions attempt to describe management in terms of what the Manager does. They are deficient in that they don't describe what management is.
3. "Managing is a social process entailing responsibility for the effective and economical planning and regulation of the

operations of an enterprise, in the fulfillment of a given purpose or task, such responsibility involves:

- a. judgment and decision in determining plans and the development of procedures to assist or control performance and progress against plans, and;
 - b. the guidance, integration, motivation and supervision of the personnel composing the enterprise, and carrying out its operations" (Brech). In this definition, Brech tries to point out the role of management as a social process essentially involving management of people.
4. "Management is the development of people and not the direction of things" (Appley). According to the definition of Appley L., management is merely concerned with personnel management. He further asserts that we build human resources who are our greatest assets, and human resources build products. Consequently, management must give special attention to the development of human resources.
 5. Leslie W. Rue and Lloyd Byars also define management as "a form of work that involves coordinating, and controlling the organization's resources-land, labour and capital toward accomplishing organizational objectives."

The above definitions indicate that different schools of thought of management see management from different angles. For the functional school, management is a process of planning, organizing, directing and controlling. Behavioralists are interested not only in the process but also in the way the process affects the organization, i.e., with and through human resources. The concern of qualitative school on the other hand is to improve the quality of decision making, i.e. fulfilling the stated objectives of the enterprise. Systems approach concentrates on the entire organization, i.e. inputs-throughputs-outputs. Contingency approach on the other hand emphasizes the dynamic

I. Introduction

Organizations differ in their vision, mission, objectives, goals, line of business in which they are engaged, and the type of human resource they deal with, though they also share common characteristics. Due to the diversity of organizations, different programs of management have been developed. This diversified nature of organizations calling for different approaches of management has forced writers to go to the extent of saying, "there is no such thing as management per se". Other theorists, on the other hand, say that since the similarities outweigh the differences, management can be considered a universal activity, which is independent of the activities to be managed (Ayalew, 1991).

The purpose of this article is to assess the views of different authors about the characteristics and distinctive behavior of educational administration/ management. An attempt has been made to define the general concept of management and that of educational management. Having treated these terms explicitly, an emphasis has



Theories of learning are usually the result of long years of study and research by a number of scholars. Theories of learning consist of a set of assumptions from which scholars' hypotheses had been tested and confirmed to be learning theories. Philosophy gives meaning to our decisions and actions. In the absence of philosophy; the educator is vulnerable to externally imposed prescriptions of fads and frills. Theories of learning are derived from philosophical outlooks.

In this paper it is found to be significant for educators to examine the relationship of learning theories and different philosophies to active learning methods. The selective learning theories and philosophical outlooks to be examined in this paper will be as follows.

I. Selected Learning Theories:-

1. The Behaviorists

It started in the early 20th century. It was thought that human activity or learning could be predicted and explained by studying the behaviour of animals responding to stimuli, i.e., stimuli-response (S-R).

The learning model becomes more refined with the study of the effect of conditioning.

2. The Neo-Behaviorists-

Tolman, Skinner and Gagne are the best known Neo-behaviorists. They provide a more human perspective in that they considered the human mind to be selective in its actions and not simply responsive to stimuli. The Neo-behaviorists showed that humans use

Different Learning Theories and Outlooks

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their beliefs and feelings when

responding to stimuli and that there is isolated stimulus-response incident. In other words humans seek a purpose and people have a cognitive map. This is a set of relationships appropriate to different stimuli. So the student has to fit new learning into a pattern, i.e., "what leads to what?" According to Tolman, motivation comes first into learning theory. Skinner placed great importance on operant conditioning. Where an operant is a series of actions which a learner completes. Through reinforcement of learning, the learning quality becomes greater.

Gagne recognized that the design of the teaching had to match the type of learning that was taking place. He listed eight learner characteristics which would influence the way in which the instruction would take place. These are

- signal learning
- Stimulus-Response learning
- Chaining
- Verbal association
- Multi-discrimination
- Rule learning and
- Problem solving

3. The Gestalts:-

Gestalts are interested in the overall perspective as opposed to behaviorists. They are based upon insight and have some basic laws. These laws may well be evident from one's own teaching, these are:

- figure-ground relationships
- contiguity
- similarity

d) closure

e) Transposition and etc.

4. The Cognitivists

Behaviorists place their focus on the task and the Stimulus-Response model. The cognitivists on the other hand place their focus on the students and how they gain and organize their knowledge. According to them, students do not merely receive information, but actively create a pattern of what it means to them. The implications of this are that, for example if you have a class of thirty seven students, they will probably have thirty seven slightly different understandings. The students fit their new learning onto their own existing mental structure.

5. The Humanists

It has different names like "new romanticism", "open schooling", and alternative education. The humanists consider the education of the whole person more important than the subject matter. Maslow is best remembered for his work on motivation. His hierarchy of human needs is well known and essentially states that needs must be satisfied before effective learning can take place.

If a student is tired, cold and hungry, then the quality of learning will be reduced. The student who feels threatened in the learning situation is unlikely to learn effectively. Roger's thinking is similar to Maslow's. He felt the need to place the student at the centre of the learning process through active self-discovery rather than having to respond to stimuli.

Continued on page 39

Some Insights in the Teaching of Listening

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Introduction

The teaching of listening doesn't seem to have gotten the attention it deserves in the teaching of English language in Ethiopian schools. As a result, many students lack the skill and thus face difficulty in listening and comprehending lectures and conversations in English. As the scant researches made in the area indicate, English listening, especially among native Ethiopians poses great difficulty due to lack of exposure to foreign accents at an early stage. The problem is prevalent even with students in higher institutions of learning.

If there is a consensus that one objective of teaching/learning a certain language is to bring about oral communication efficiency, then the teaching of listening must also get due attention it deserves. In this regard, the lion's share of the responsibility lies in teachers of the English language. In this short article some salient points in the teaching of listening will be discussed in the hope that teachers might find them useful in their endeavor to help students develop their communicative efficiency.

1. Why Do We Teach Listening?

In a language teaching program in which oral communication skills are highly emphasized, teaching speaking and listening skills is prioritized. These skills are highly interrelated that in most communicative situations, especially in real life, one inevitably follows the other. It goes without saying that the two skills

must also be taught together in language classes.

Some research studies indicate that the teaching of listening prior to speaking is the proper way to teach communicative efficiency. Harmer, (1991) says that learners have to listen, understand and acquire the sounds and patterns of a language before they try to imitate them in speaking. A speaking practice on pronunciation before acquiring ample input through listening doesn't yield the required result.

According to Anderson and Lynch (1991), effective speaking depends on effective listening. Their research that was conducted on teenage native speakers is a good example in this regard. Many of these teenage learners were unable to produce listener friendly instructions on specific tasks prior to a similar listening practice. Brown et.al (1984), cited in Anderson and Lynch (Ibid) underscore that practice as a speaker is less beneficial than the experience one could obtain as a listener.

Another reason why language teachers should teach the skill is that some students were found to be extremely successful and excelled others in understanding spoken messages (Rivers and Temperly, 1978). And therefore, the skill must be utilized to their advantage. It could also be assumed that these learners could gain, and probably retain, language input in a better and comfortable way through listening than through reading. During grading, teachers should not forget to take into account this area that such students excel (Ibid).

Above all, listening tasks and exercises could be, by themselves, a welcome variety and motivators to language learners if they are well designed. The teacher of listening can bring into the classroom a variety of interesting listening materials including recordings of live broadcast or interviews of famous people with their true voice and accents, which is not possible in reading. This could be an exciting experience to the learners. One way of maximizing learning outcomes, as scholars in the field assert, is using authentic and interesting teaching materials and tasks derived there from.

2. Is Listening Active or Passive?

It is not unusual to hear listening being referred to as a 'passive' or 'receptive' skill. It is regarded by many as receptive because, like reading, listening is a skill through which linguistic and non-linguistic knowledge is received. Like wise, it is considered passive because traditionally listeners are thought to be found at the receiving end of a communicative process and their task is simply to receive information, store it in memory and retrieve it later when needed.

In the past few decades researches have been conducted on both L₁ and L₂ listening to uncover the real nature of the listening process. The belief that was dominant especially in the 1940's and 1950's is nowadays being challenged and gradually changed. Yet there are many aspects of the process that need to be researched so that the teaching of listening skill could

Continued on page 42

REFLECTIONS

Useful Tips for Teachers

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A) On Gender Bias in Classrooms

Even though women predominate in elementary schools, gender bias has been a problem in the classroom. Complicating matters has been the controversy in recent years over whether gender differences exist in verbal and mathematical abilities and whether these differences are the result of differential socialization and education provided for boys as compared to girls. In a timely and persuasive meta-analysis (a technique for synthesizing and summarizing results from many individual studies), Linn and Hyde (1989) concluded that differences between boys and girls were always small, that they have declined in the last two decades, that differences arise in some contexts and situations but not in others, and that educational programs can influence when differences arise. This is encouraging news for educators, because it fortifies our sense that we can and do make a difference in our students' lives.

Unfortunately, current differences in connection with males and females in schools are disturbing. Girls begin school ahead of boys on many cognitive social and physical factors, but by secondary school, they fall behind in achievement on standardized tests. Girls at the academic extremes are less likely to be identified and provided special assistance than boys (Cushner, McClelland, and Safford, 1992). In the

classroom itself, teachers interact with girls less, give them less praise and other forms of feedback, and ask them fewer complex questions (Sadker and Sadker, 1990).

Researchers have identified both curricular and instructional elements of gender bias in classrooms, and have suggested improvements in practice based on these research findings. In analyzing curriculum materials, we can identify six forms of sex bias.

1. *Linguistic bias*, in which masculine terms and pronouns are used to refer to all people, is easy to spot and easy to remedy. Simply replacing *he* with *they*, *mankind* with *people*, and so on, corrects the problem.
2. *Stereotyping* is another problem. In many textbooks and reading materials, boys are depicted in typically male ways—brave, active, successful—while girls are shown as being timid, passive, and dependent. The bias extends into how adult males and females are featured, with men shown in traditionally male roles and careers, and women in traditionally female ones.
3. *Invisibility* is another way sex bias finds its way into teaching. Women are simply omitted or are greatly underrepresented in both text and illustrations.
4. *Imbalance* is a related problem and refers to the situation where only one aspect or interpretation of an issue or group of people is presented.
5. *Unreality* is another form of bias found in some textbooks and curriculum materials. In an attempt to avoid controversy, texts sometimes present an unrealistic picture of modern life, showing a nuclear family as typical, perhaps, instead of a single-parent or blended family.
6. *Fragmentation* is the last form of bias. Often information about women is not

integrated into the body of a text, but is given in a separate chapter or box, conveying the idea that women's contributions are tangential to the mainstream and not important. When teachers are working with materials that contain these biases, they need to supplement them with other books or illustrations that give balance to their instructional program. Teachers can also directly confront the curriculum biases with their students and use them as an opportunity to discuss their impact on all of us.

B) On Assessment and Evaluation: A Look to the Future

Currently there appears to be a demand for more accountability for schools and for teachers as well as a call for higher standards. There is a general belief that the emphasis over the last decades of focusing on minimal competencies measured with multiple-choice, standardized tests perhaps has failed to promote and measure higher-level thinking and problem-solving skills. Many educators and test and measurement experts as well as parents believe that this situation can be corrected by introducing new approaches to student assessment such as the following.

1. Performance Assessment

Instead of having students respond to multiple-choice questions on paper and pencil tests, advocates of **performance assessments** would have students demonstrate that they could *perform* particular tasks such as writing an essay, doing an experiment, interpreting the solution to a problem, playing a song, or painting a picture. Notice that the emphasis here is on testing procedural knowledge as contrasted to declarative knowledge.

Continued on page 46

Is Management in . . .

continued from page 3

nature of management process in a changing environment (Sherlekar et.al 1979). In conclusion, S.A. Sherlekar and et al. (1979:4) present what they call a universal definition of management as stated below.

Management is a social process involving co-ordination of human and material resources through the functions of planning, organizing staffing, leading, and controlling in order to accomplish stated objectives.

They say, this definition of management as purposive coordinate process has universal application. Thus, it is applicable to all forms of organizations. They add, it is applicable to all levels of management in an organization. Some common elements emerge from the various definitions of management cited above. We realize that there must be an organizational structure in which every member plays some role. Such an organization must have someone at the top who is authorized to provide central leadership, coordinate activities and make decisions. There must be also defined goals, and procedures require to attain the goals. Moreover, the goals and objectives of the organization have to be clearly understood by the concerned bodies so that the organization can fulfill its functions.

III The Nature of Educational Management / Administration

Some authors try to differentiate between the concepts of management and administration. Nevertheless, since they have no significant difference, they are used interchangeably in this paper. According to Campbell and et al. (1983:1) "Educational administration is the management of institutions designed to foster teaching." Campbell et al. (1962) on the other hand define what administration is in regard to educational organization based on the central purpose of administration.

They say:

The central purpose of administration in any organization is that of co-coordinating the efforts of people toward the achievement of its goals. In education, these goals have to do with teaching and learning. Thus, administration in an educational organization has as its central purpose the enhancement of teaching and learning (1962:75-76).

The authors further elaborate that, to enhance teaching and learning, educational administrators are required to perform three major kinds of activities, which include:

1. discern and influence the development of goals and policies basic to teaching and learning;
2. stimulate and facilitate the planning and operation of appropriate programs of teaching and learning;
3. procure and manage personnel and material to implement programs of teaching and learning (1962:76).

From the above discussions, we can understand that administration or management in an educational organization is concerned with directing all the activities towards the attainment of the goals in the teaching - learning process. Thus, all people working in the institution will have to contribute toward the accomplishment of these goals. Therefore, to put it in a nutshell, the core issue of educational administration is the enhancement of teaching and learning at large in a given educational environment.

Educational management is also viewed as a field of practice and study. In this regard, the words of T. Bush (1986:1) run as follows: "Educational management is a field of study and practice concerned with the operation of educational organizations". Since educational administration is a broad field of practice and study, different career positions comprise the field. On the practice side, there are positions, which include school principals, school supervisors, school superintendents, etc. at the school level.

The positions also include department heads, deans and presidents at the college/ university level. Obviously, there are different positions at the state or national level, which include personnel such as

division heads, directors, superintendents, commissioners, and so on. The study side of the field also includes researchers in universities, private research firms, and governmental agencies as well (Campbell et.al 1983). Campbell et al. also indicate that as a field of study and practice, educational management shares common elements with the administration or management in other organizations.

IV. The Characteristics of Educational Management Theory

Authorities say that there is no single theory of educational management, and this may reflect the diversity of the schools' system. The issue of not having a single theory may also relate to the varied and complex nature of problems encountered in educational institutions. It is obvious that the diversified problems require different approaches and solutions.

According to T.Bush (1986:16-17), most theories of educational administration/ management possess three major characteristics.

1. **The theories are normative.** They focus on reflecting beliefs about the nature of educational institutions and the behavior of individuals within them. **Theories in educational management also tend to be selective.** They emphasize certain aspects of the institution at the expense of other elements. The espousal of one theoretical model leads to the neglect of other approaches. According to T. Bush, school systems are arguably too complex to be capable of analysis through a single dimension.
2. **Theories of educational management are usually based on observation of practice in educational institutions.**

In summary, theory in educational management tends to be normative, selective and often based on observation in educational settings.

continued on page 37

Achievement Tests: type, purpose ...

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In different instances and fields, various mechanisms are used to obtain a certain needed information. Although the information needed varies from situation to situation, tests are one of the means of 'obtaining information'. A test is generally defined as, "a method of measuring a person's ability or knowledge in a given domain" Brown (2001: 384). By relating to the teaching learning process or school environment the International Encyclopedia of Education defines tests as, "measuring instruments that are used in the assessment of student learning and in the evaluation of curricula, programs of instruction interventions, methods of teaching, and organizational factors" (6340).

Why Test?

Tests have different purposes to serve. In the teaching learning process as indicated in the definition above, tests provide information about the learner, the system and the material and other factors. Hughes (1989: 4) says, "Within the teaching system as long as it is thought appropriate for individuals to be given a statement of what they have achieved ... tests of one kind or other will be needed." He further adds that tests are used to provide information about the achievement of a group of learners and to pass rational educational decisions. Beyond these, tests have various purposes. Edge (1996: 123) has put some of the purposes of tests by saying that they are used to:

- put new students in to the right class;
- find out students' areas of strength and weakness;
- see how students are getting on in a course;
- see how well students have learnt what the course set out to teach them;
- see where the course is more or less successful.

Teaching and testing are related to one another and as there is no one best method of teaching, there is also no single 'best way' of testing. Therefore, to meet the different needs of information, different types of tests need to be used.

Types of Tests

There are various types of tests mentioned and discussed in different literatures. Taiwo (1998) says that there is no single method that could qualify to be called THE method of test classification. He has given six broad general systems of test classification as follows:

1. Maximum performance tests and typical performance Tests.
2. Criterion-referenced Tests and Norm-referenced Tests.
3. Objective Tests, Subjective Tests and Projective Tests.
4. Select-Response Tests and Supply Response Tests.

5. Standardized Tests and Informal Tests.

6. Speed Tests and power Tests.

Per the classification of Taiwo, all school tests fall under either maximum performance tests or typical performance tests. "Tests in which the testees are called upon to demonstrate their best in the trait(s) or characteristic(s) being measured are tagged 'maximum performance' tests" (Ibid). We find three types of tests under the broad category of typical performance tests.

1. Intelligence tests

2. Achievement tests

3. Aptitude tests

On the other hand, as Taiwo (1998) discussed, typical performance tests are tests where the examinee is asked to exhibit what they really are or how they react typically to some things, events or conditions. In this type of test, there is no clear-cut definition of what is the right or wrong answer. Taiwo again, gives seven examples of tests that fall under this branch.

1. Personality tests

2. Attitude Tests

3. Adjustment Tests

4. Preference Tests

5. Temperament Tests

6. Interest tests

7. Value Tests

Let's focus on achievement test which is one of the typical performance tests and see some details of it.

Achievement Tests

These tests are used to check whether the learners have learnt in the way that they are expected to and the teaching has met its objectives. Additionally, as scholars say, they are used to know how much of the lesson is learnt. Niemi (1999) as mentioned in Dasi and Algarabel (2001) defined achievement educationally, as mastering of major concepts and principles, important facts and propositions, skills, strategic knowledge and integration of knowledge.

Achievement tests are tests that are designed to measure the attainment of an individual or group of individuals in school subject or activity (The Encyclopedia of Modern Education (1969)). On the same line of discussion, Taiwo (1995: 23-24) says, "Achievement tests are used to measure the present level of attainment of a testee in a particular subject area". Achievement tests are also considered useful not only for measuring students but also for courses. With respect to this, Hughes (1991) says that the purpose of achievement tests is to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives.

To meet the objectives set, achievement tests can

be administered while learning is taking place and/or at the end of a course. Hughes (1991) classifies achievement tests as progress and final.

Progress Achievement Tests

Tests that are given to students while learning is taking place are termed as progress achievement tests. Dasi and Algarabel (2001) say, "From the cognitive point of view, achievement must be a construct that should refer to the different stages of knowledge acquisition." Therefore, these progress achievement tests evaluate the learners' performance in each stage. Hughes (1991) says that these tests are intended to measure the progress students are making. He further adds by saying that since 'progress' is aimed at the achievement of course objectives, these tests should hence relate to them. Progress achievement tests have also motivational and diagnostic values to the learner and as Ted Power (2003) mentions they can also help to assess the degree of success in the teaching learning process.

Final Achievement Tests

These tests, as their name indicates and as Hughes (1991) argues, are administered at the end of the course of a study. "They may be written and administered by ministries of education, official examining boards, or by members of teaching institutions" (Ibid). He also says, "The purpose of final achievement test is to decide individual cases whether that end has been achieved regardless of the means used to reach it" (1988: 40).

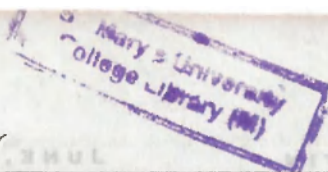
Purposes of Achievement Tests

Achievement tests, as mentioned above, serve the purpose of obtaining information about students, the process and the course. Specifically, achievement testing serves the following purpose as to the information released on the website <http://www.Rpi.edu/~verwyc/Chap6TM.htm>

1. Assess level of competence
2. Diagnose strengths and weaknesses
3. Assign Grades
4. Achieve certification or promotion
5. Advanced placement / College Credit Exams
6. Curriculum Evaluation
7. Accountability
8. Informational purposes

Similarly, Brown stated various uses of achievement tests as follows:

... to provide feedback to students regarding their learning, to motivate students, to provide diagnosis and counseling, to give feedback to the instructor, to assign grades, to use as pretest, to check on studying, to stimulate discussion, selection, placement, and classification, to use a performance standard, and to evaluate instructional programs. (1970: 311)



Teacher Made Tests vs Standardized Achievement Tests

Teacher made tests are tests that are mostly prepared locally by a schoolteacher or a group of them and their content is limited. Brown (1970) says that the content area will be more circumscribed, being based on the curriculum of a particular class or a school system, and, as it represents the narrower domain, it will be covered in more detail. These tests are used to determine if specific curriculum goals have been met and are used to compare students with their peers and to assign grades (Ibid).

Standardized tests on the other hand, as stated by scholars, are tests that are prepared by experts to be used in a wider variety of situations. These tests have broad coverage. Brown states some details of standardized tests as follows:

A standardized test constructed by a test publisher, using the skills of curriculum experts and test construction experts, is designed for use in a wide variety of situations (schools). Thus, its content will necessarily be broad, that is, it will include contents typically covered in many schools, based on the content presented in widely used text books, and the opinions of curriculum experts as to what are the important knowledge, principles, approaches, and constructs in the field. Norms will generally be national in scope. (1970: 255)

Standardized tests, as Microsoft Encarta Encyclopedia (2002) states, are exams designed to objectively measure the academic aptitude of students from varying social backgrounds and

with different educational experiences. They are also used to measure growth over a period of years and as Brown (1970: 256) says, they are used to "compare an individual student, a class, or a school system to a wider segment of the population and when comparing classes or schools with each other".

The following are examples of Standardized Achievement Tests released on the website, http://www.ghea.org/ghea_testing_standardized_tests.htm that are most commonly used:

Iowa Test of Basic Skills (ITBS)

This is a top-rated nationally standardized achievement test designed to evaluate thinking skills. This test takes less time to administer than the Stanford and permits a wider grade range of students to be tested at the same time. This test is considered to be among the most difficult tests.

Stanford Achievement Test (SAT)

It should not be confused with the Scholastic Aptitude Test (a.k.a. SAT). This one is a top-rated nationally standardized test for grades K to 12.

California Achievement Test (CAT)

This test is popular among Christian schools and home schools because it contains more traditional values than other tests listed. Parents administer the test and send it back to be scored and returned.

California Achievement Test (CAT/5)

This test is an updated version of the CAT for grades

K-12; it tests reading and spelling language skills, mathematics, study skills, science and social studies.

Comprehensive Test of Basic Skills (CTBS)

The CTBS tests all academic areas including reading, language arts, spelling, mathematics, science, social studies and reference skills.

The Base for Preparing Achievement Tests

There is a controversy concerning the source of achievement tests in that it should be either on the syllabus (content or textbook) or on the objective. Hughes (1991) says that the disadvantage of bases in the syllabus is that if the syllabus is badly designed, or the book and other materials are badly chosen, then the result of the test can be very misleading. This 'syllabus-content approach' as Hughes says if used as the base of content of the test, it has an advantage for the learners in that it only contains what is taught and can be 'fair'. Harris (1969: 48) as mentioned in Hughes (1988: 39) gives an example by saying, "The selection of words in vocabulary tests is relatively easy in achievement tests, in as much as these can be drawn directly from the particular textbooks that have been used in class." On the other hand, Hughes (1991) argues that using the objective as the base of the test has numerous advantages. He says,

to be continued on page 47

An Overview of the Present State of Ethiopian Youth

Abbas Ahmed

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The age span of the term 'youth' and its definition are culturally set in almost any given society. To this effect, there are numerous definitions and age ranges that are proposed by various agencies and institutions in different cultures.

For the purpose of this discussion, the age groups that range between 16-32 years of age are taken to mark the age boundaries of the youth. The paper is largely based on my personal observation.

The state of the present youth in Ethiopia is often a talking point among a wide spectrum of the population. It is a widely shared view of Ethiopian elders that the youth used to be more steadfast in its obedience and respect to cultural values. One often hears comments of the elderly which are prone to draw parallel between their days and the present status of the youth and provide tales on how strong the youth in the past used to be in regard to upholding cultural values and lament as to how quickly the decline

has become considerably high at this historical juncture.

Nevertheless, it is seldom attempted or even believed to be necessary to venture further beyond such exasperations of how far the fall has been and how deep the decline is to look into the reasons responsible for the present state of the youth.

The factors which helped the past youth to adhere and respect cultural values along with the social, economic and other traits that later contributed to gradual deterioration of good moral values in the present youth are manifold and interrelated.

There is a continuous process of change in every society anywhere on earth. With changes in economy, way of life, politics the direction and nature of external relations and influences, technological development especially in information communication technology, there is a resultant continuous process of change that dictates on every member of a society. Hence, Ethiopia, as part of countries in

the world needs to be in continuous process of adaptation in order to cope with the changes that take place within and outside its territories. It is obvious that this consistent process of techno-social change will definitely have its own impact on the existing values, traditions, customs, outlooks and attitudes of the society in general and the youth in particular.

Settlement patterns are increasingly changing; they are getting larger, more heterogeneous in a wider sphere like their ethnic origin, religious affiliation, diversity in the level and nature of educational & attitudinal differences, etc.

Advancements in information and communication technology have brought about a level of interaction among nations of the world with such a speed that was unimaginable a few decades ago so much so that the globe is rapidly changing itself to be one big global village with in fact the major influence from the west. It is mainly due to this that the present

to be continued on page 40

Indirect learning – Phobia of Primary Language Education?

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How long will we teach about the English language instead of enabling our learners to use it effectively? The problem of enabling our young learners to communicate their ideas in English appears to be of a significant move forward in boosting the overall English language competence of the future generation. Although there is not one and universal methodology or approach that guarantees the accomplishment of the aforementioned aim, indirect language learning appears to be of paramount importance when it especially comes to primary language education. "... all children, whether they prefer to 'sort things out' or 'muddle through' bring with them an enormous instinct for indirect learning" Halliwell (1992:6).

Language teachers of young learners can promote an indirect language learning by provoking some learning styles that are particularly related to indirect language learning strategies. By these styles, students are not forced to face structured materials, texts, exercises or any other language gadgets which will more often lead them to a more stressful formal language learning environment. This way, the ultimate aim of acquiring language proficiency could be met with lesser toil and anxiety than otherwise. Let's throw light on these fundamental aspects of indirect language learning strategies before we assess their practical application in the primary language classes.

1. Language Learning Strategies

It is true that young learners should experience the formal and structured way of learning to a certain extent. However, young learners also learn a lot through indirect and non structured way of language learning which apparently wins less attention and emphasis in the overall education system of our country. Although there is no empirical study conducted in the aforementioned learning area, language classes in Ethiopia appear to be by far more dominated by the structured and direct language teaching method across grade levels.

Stern (1992) classifies Language Learning Strategies into two main streams: direct and indirect. Among the five main categories listed in these two main wings, three of them go to the indirect strategies.

For Stern, indirect leaning strategies involve **Metacognitive Strategies** :Centering your learning, arranging and planning your learning, evaluating your learning; **Affective Strategies**, lowering your anxiety, encouraging yourself, taking your emotional temperature and **Social Strategies** which involve asking questions, cooperating with others as well as empathizing with others . In this piece, the manifestations of some of the indirect language learning strategies mentioned above along with their significances to facilitate language acquisition will be observed modestly.

2. Exploiting Young learners' Input for indirect language learning

2.1 Language Extension

Young learners come to class with amazingly plenty of life experiences which can serve as inputs for indirect language learning. These young learners do have an incredible talent of extending their limited language input in such a way that it could mean a lot. There was this 2nd grade student at a certain private school here in Addis Ababa who, consistently said "Her 'Brish" while discussing her classmates experience. This grade two kid's father's name is Birhanu and it wouldn't be difficult for any hearer to make note that her language extension represents the father of her friend. Had it been to an adult, with no *father* vocabulary, communication could have most probably been hampered.

For sure, the anxiety of this 2nd grader is lower for some reason as she went to this extent of sacrificing her accuracy for the sake of communicating her idea in English. In other words, conditions are safe for her in terms of lowering speech anxiety and maximizing affective learning strategy. As a result, she managed to improve her communicative competence.

There is one very important point to make here as far as the teacher's role of lowering the anxiety level of the young language learner is concerned. For one thing, she has to check whether her ultimate objective is met or not. For example, there are activities which are meant for enhancing accuracy. We may call these as structured activities whose main aim is minimizing the language errors of learners. For those objectives in mind, it is better to make sure that student's errors are kept as minimal as possible.

2.2 Language Creativity

The capacity of children to make ahead emanates from their skill of creativity. For Halleewell (1992), this creativity of language could be manifested in different ways such as imitating their mother tongue's accent to that of the target language in the situation when they fail to pick the right vocabulary of the target language. I observed a grade three student who consistently used the word "blashed" in English accent to express a certain materials going out of order. This non existing word in the English dictionary does have an equivalent word in Amharic- 'broken'. Of course, it is customary to hear these types of words which are dominated by the accent and inflation rules of the target language and associated with the meaning of the mother tongue which pave ways to fluency.

Below, I would like to connect the young learner's creativity of language with their capacity of enhancing communicative competence through the use of their imagination.

↳ continued on page 46

Why do Students Hate Mathematics?

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This question is not new and it is difficult to list down the reasons exhaustively and the possible answers require deep investigation. This paper is not a research result but personal observations of the writer. It is initiated during the discussions made with students in the usual Friday talk show program of our University College.

Students were asked to reflect on their own experiences on the topic. Since only some regular students attended the show, the comments may not necessarily be representative of all students but they indicate the reality about the attitudes of students toward mathematics.

The purpose of this paper is not to blame students for developing negative attitudes toward mathematics but rather to focus on identifying teaching practices that tend to cause negative attitudes toward mathematics based on the discussions made.

The following points illustrate how a fear or hate of mathematics can develop in the mind of students.

- **Inability to see Immediate Applications**

Many students complain that they cannot see the connection between the mathematics they compute in the classroom and the world outside the classroom. Almost everyone who participated in the talk show acknowledged its "uselessness"!

- **The Way Mathematics is Taught**

Some students expressed that they had bad teachers who made them dislike this subject, the reasons mentioned were:

- Teachers go too fast and do not know how to explain things clearly (As a matter of fact, teachers tend to teach the way they were taught in the past.)
- Most math lessons are boring: Math is difficult because it is abstract and has no connection with reality apart from some basic calculations for keeping records or do shopping. Students say they start hating math, because they do not understand, they are confused; they are puzzled by theoretical explanations, and are discouraged by poor scores. The vicious circle goes on.
- Teachers do not encourage students' participation (I myself was too shy to ask questions for fear of being deemed stupid in class.)

- **The Attitudinal Problem**

This is the usual thinking. They hate math because someone whom they know well hates it. This is the way of "inheriting" mathematics "allergies" through an inbuilt attitude. This happens often in secondary schools. We put a lot of students who don't like mathematics in a classroom. They pass their attitude down to their friends. The same thing can happen in colleges and universities. If mom or dad doesn't like mathematics that much, then, it is very easy to pass that trait artificially, not genetically, to their children.

- **Genetic Factor**

No one questions that certain traits are passed down genetically. Certain body types are more likely to bring success in certain sports. Such body types are genetically related. Certainly effort plays a part but a certain natural ability is there and I think that is, at least partly, genetic. No matter how hard I try but I think I may not be able to run like Haile G/Sillase does. I just don't have the physical skills necessary. I can practice all the time but I don't think I will beyond my natural capacities. I can get along as far as my natural abilities allow me but to my understanding, my natural abilities hinder me to run as fast as Haile G/Sillase, I may be wrong, but this is my personal view. I think the same thing holds true with academic endeavors.

How do we deal with these problems?

A good teacher should be able to recognize such situations and try to minimize the problems. Let us see some remedies based on the above situations.

The aforementioned discrepancy among people in nature's endowment in regard to mental and/or physical strengths and/or weaknesses may set forth a difficulty to deal with it easily. If one's natural abilities are limited by obvious learning disabilities, there are some provisions that can alleviate the hindrances they result in poor performance. It requires the help of other experts such as educational psychologists and other professionals. The attitudinal problem has more potential for improvement. It is vitally important to believe that the hatred towards mathematics is not an airborne disease that could be

↳ continued on page 17

The Formula for Success is Commitment there is no Shortcut

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It is a matter of fact that every one of us wants to be successful in our endeavors and enjoy the fruits of our success. Despite this, we find so many splendid men and women who are engaged in different activities, but fall short of their desired goals. The question is why this difference is apparent among us. This article tries to reflect the key means for success.

Last year, I attended a success story presentation prepared by the Faculty of Technology, Addis Ababa University. The honorable guest was one of the great runners of our planet, athlete Haile G/silasse. While sharing his experience, he claimed that commitment and discipline are the secret behind all his successes. Then afterwards, when I learn stories of successful persons in the world, the secret of their success was the same as Haile's formula (commitment).

A few weeks back an African-American has become the 44th President of the United States of America. Barack Obama, with backgrounds that could make voters suspicious – a funny name which can easily be confused with the notorious anti-American terrorist Osama, having Muslim blood through his father and his black color. Despite all these setbacks, he has shown us the impossible to be possible. It was really hard to believe that this man could win the elections because its like has never happened in American history. In fact this is not luck; rather, it is the result of hard work and commitment. He practically affirmed his idea that through pluck and sweat and smarts, each of us can rise above the circumstances of our birth.

Barack Obama, in his book, *The Audacity of Hope*, believes that his young age commitment as a community organizer was the backbone for his success. "... my early work in Chicago (as a community organizer) helped me grow into my manhood – how my work with the pastors and lay people there deepened my resolve to lead a public life, how they fortified my racial

identity and confirmed my beliefs in the capacity of ordinary people to do extraordinary things"

It can be inferred that it was his early experience as a community organizer seeking to improve living conditions in poor neighborhoods plagued with crime and high unemployment that made him a viable candidate and subsequently the winner of the presidential elections.

He became a community organizer not because he needed a job or money; instead, it was simply because of his firm interest and belief in that community is something that should be created not given. However, the work was not an easy task. He faced many disappointing and frustrating situations. In his great book, *Dreams from My Father*, he mentions one occasion in which the group he had been working with, decided to quit its job because they were tired, had nothing to show for and failed to keep their promise for their people. Even in that disheartening situation, he never gave up (where one's commitment is measured). Not only in the case of Obama but also in any other successful man's history, we most certainly find that they encounter heart-breaking obstacles. But they eventually succeed because they refuse to succumb to any discouragement and thereby lose their stamina and commitment. And we can say that commitment is like an investment, sooner or latter, the return is much more than the expenditure.

Your rise to success has got to come about by evolution and not by revolution. Moreover, the benefit that you could get from your success is in direct proportion to your commitment to excellence, regardless of your chosen field of endeavor. You can create an analogy with the fact that you can develop the muscle of your arm to lift any reasonable weight. How great a weight you can lift, depends wholly upon the extent to which you have practiced weight lifting. Therefore, the more committed you are, the more successful you will

become and the more you will benefit from its fruits.

My point here is that the engine for Obama's success is his intense commitment. It is not about Obama, it is not about politics, it is not about elections alone, but it is about you, it is about every one, that his firmly rooted values of commitment inspire all.

You may be a teacher, a student, an engineer, a lawyer, a politician, a merchant, an actor, an athlete, a farmer, or someone in any other way of life. No matter who you are, in which period of history you live, and whatever your field of profession, but let's realize that successful people have certain quality in common - *Commitment!* It is a major component of life that must be employed in order to win and hold an optimal success. Therefore, success is not mere luck, it is rather the result of commitment/hard work and makes a person best of the bests in whatever field he is engaged. Hence, we have to accept the fact that there are no other substitutes or shortcuts for success except commitment.

* * *

... It is we who nourish the soul of the world, and the world we live will be either better or worse depending on whether we become better or worse. And that is where the power of love comes in. Because when we love, we always strive to become better than we are.

Paulo Coeicho

Special Interest Group on Gender in Ethiopia



Yetnayet Teklewold,

Head, Department of Social Sciences, FTE, SMUC

In Ethiopia, in many social practices, harmful traditional customs (like early marriage, Female Genital Mutilation, abduction, stereotypes etc) affect women most. In this regard, the above fact holds true especially to women in rural areas of Ethiopia. Also, in these areas women are not allowed to own the land that they spent their life time working on it. This is the base of oppression because in an agrarian society like Ethiopia, where land ownership is a significant criterion for social status and economic power, there is no doubt that landlessness degrades women's position. So, they are economically oppressed, exploited and marginalized.

These women, besides having little or no access to property, they have less access to education because they live in a situation where the society has a firm belief that females have traditional obligation of becoming wives, bearing children and staying at home, nothing more, nothing less. This eventually led to a high proportion of the female population to end up in marrying at a youngest age, and bear lots of children and lots of responsibilities that tremendously increased the population and made them lose the opportunity to go to schools.

The daily activities of almost 85% of Ethiopian women living in rural areas are summed up in grinding grains, fetching water, gathering firewood, preparing food and raising children. Their work load is estimated for about 13-17 hours per day (National Policy;

1993). All these responsibilities hinders women, especially in rural areas, to have education and other social life which in the end exclude them from participating in most decision making processes.

It is necessary, therefore, to understand that females in Ethiopia are socialized from the very beginning to accept their situation and the ideology of male supremacy which makes them be a prey of the whole range of discriminatory practices. In effect, they became (socially, economically and ideologically) unequipped to retaliate against or even question the injustices to which they are subjected.

In a situation where the Ethiopian women are highly socialized and their rights are non-existent, it is impossible to imagine Ethiopian women to get organized by themselves to fight for their legal personality and equality. It is unfortunate enough to find no time in the long history of Ethiopia that women had a chance to strike and demand for their rights. They were highly undermined, humiliated, weakened and became unimportant subject by the socio-economic order, by the culture and by the law of the country in general.

In such situation where women were practically unable to raise their problems and deal with them with the concerned body or the society at large, the involvement of other organs to raise the issue became a timely issue. These organs include the state or the government, the civic institutions and non-governmental organizations and inter-government organizations. In Ethiopia governments took the initiative (with the help and push of

other state organs) to raise women's issues as an agenda and focus area but for long time the issues were not addressed properly.

EWWA in the pre-revolutionary period

The issues of women were not even much debated in the pre-revolutionary (1974) period. Women were treated as inferior members in the society even before the law. The 1955 constitution of the imperial government reaffirmed the inferior status of women. Article five of the constitution states that, "The order of succession shall be lineal, and only male born in lawful wed lock may succeed male" (the revised constitution; 1955). Others laws of the time such as civil code of Ethiopia declared the inferiority of women. Article 189, 635,641,650 of the Civil Code could be cited as an example.

During the emperor's time, women were just show case to look pretty and dignified. They were treated as usual and given the roles of mothers, daughters, sisters and wives only.

Even though there were associations representing women during the imperial regime, they were limited in scope and purpose. The first independent women's association was established in August 1935 by the nobility under the title of Ethiopian Women's Welfare Association (EWWA). It was established as a non-profit making and charitable corporation (Pankrust; 1960) and it had neither a contact nor an impact on the government's development policies and programs.

This association had no strong root in women because it was mainly organized to serve the interests of the women of the ruling class that was why it had faced a problem of survival when Princess Tsehay (the emperor's daughter and the president of the association) were in exile during the Italian occupation.

In general, women were not even an area of worth of focus for the imperial government at large. This is mainly because the political system of the regime was feudalism where the royals and the nobles matter and also the idea of womanhood was a new or a premature idea to the capitalist world let alone to the backward, feudal Ethiopia. The regime did not also realize that the inequality problem had an impact on the social, economic and political developments of the country. Thus, the government and the association (EWWA) failed to put the right card on the table to win the realization of women equity and equality.

REWA and Gender in the Political Agenda of the Dergue

After the downfall of the imperial regime by the popular revolution of 1974, Dergue came to power with a completely different ideology of statehood, i.e., socialism. In this orientation, the mobilization of the broad mass to bring socialism into effect was highly emphasized. So, in order to implement what they called the "Ethiopian Socialism" and defend the gains of the 1974 revolution, the Dergue people started to take radical measures.

One of the first measures was the introduction of equality between women and men in its 1987 constitution (REWA: 1982). This measure is the first and pioneer in regard to the consideration of women's affair as a national agenda.

Specifically, Article 35 of the constitution says, "Ethiopians are equal before the law, irrespective of nationality, sex, religion, occupation, social or other status", and Article 36 clearly states that, "In the people's Democratic Republic of Ethiopia women and men have equal rights." (PDRE constitution: 1987). In addition, the state provided women with special support, particularly in education, training, and employment; So that, they may participate in political, economic, social and cultural affairs on an equal basis with men. To this end, Article 40, 41, 42, 54 and 58 gave to all Ethiopians the political, social and economic rights irrespective of the ordinary discriminatory practices. Moreover, the proclamation on public ownership of rural lands gave the right to any person who is willing to personally cultivate land to allotted rural land sufficient for his or [her] maintenance and that of his or [her] family with no gender exclusion. The labor proclamation also declared the equality of women and men by ensuring equal pay for equal work and equal employment opportunity.

Even though it was inadequate, Dergue had tried to include women as an issue in its development policies through the provisions of some ministries. For instance, the ministry of labor and social affairs tried to create a policy of employment which gave an equal access of job opportunities to both male and female; the ministry of health in its health services to the broad mass health policy established a national mother and child Health (MCH) office to extend anti-natal, child delivery, post-natal and child care services to the rural areas within the framework of primary health Care (PHC) approach. The most important one was the 1979 literacy

Campaign. The campaign had played a tremendous role in increasing women's chance for education.

In general, unlike the previous regime, Dergue had tried to put women on the nation agenda in the constitution and in most laws and decrees. Equality was discussed and women's issue was raised everywhere; in addition, Dergue established a mass organization, namely, REWA (Revolutionary Ethiopia Women's Association) in 1980 to organize women across the country.

It was only after 1974 popular revolution, which was followed by the nationalization of rural land, urban land and extra houses that opened the path for the organization of women. Even though the primary purpose of REWA was to contribute to the implementation of the proclamations and consolidation of the gains of the revolution, it served as a forum for women to discuss their problems and develop their consciousness. REWA was a mass organization of women at national level. It was established by reinforcing the already existing local associations.

The general objectives of REWA were to attempt and fully involve women in the political, economic and social activities of the country. The ultimate objective was to ensure that the necessary conditions were created for women so that they could exercise their rights which were provided in the laws, the constitution, and proclamations and discharge their responsibilities as citizens. It also aimed to encourage women to get involved in the construction of socialist society along with their fellow men and liberate themselves from economic and cultural dependence.

to be continued on page 49

The Alchemist: "The Book that makes the world Dream"

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Title of the Book: The Alchemist

Number of Pages: 161

Author: Paulo Coelho

"THE ALCHEMIST" is a novel first published in 1988 by a Brazilian Author. It is nowadays one of the most read books in the world. It is next to none on the list of best selling books in 18 countries. In 2008, this book was also registered by the Guinness World Record as a book translated in many languages of the world. Recently "The Alchemist" is translated into Amharic by Mesfin Kebebew.

"The Alchemist" is a very short book. Paulo Coelho takes 161 pages to clear his throat. He skillfully combines words of wisdom, philosophy, and simplicity of meaning and language, which makes it particularly readable and accounts for its bestselling status.

Extraordinary Travel Account

"The Alchemist" presents a simple fable based on simple truths, and places it in a highly unique situation. It is a story about a journey symbolizing the route towards self-discovery. To this purpose the Brazilian storyteller Paulo Coelho introduces Santiago, an Andalusian shepherd boy who one night dreams of a distant treasure in the Egyptian pyramids. His travels take him across the Mediterranean into Africa, where he meets several many spiritual messengers, learns about himself and his dreams, and finds his destiny.

The story is a wonderful tale, enjoyable and easy to read. It is a timeless fantasy that validates the aspirations and dreams of youth. The novel contains an extraordinary story about a shepherd that learns to trust his heart and associates with it as a treasured friend.

Coelho suggests that it doesn't matter if you're searching for buried treasure, or for love, or for the secret of turning lead into gold. It doesn't matter if you die trying, never

reaching your goal. It doesn't matter if you don't find what you're looking for, once you get there. What matters is what you've brought with you on the way, and what you've learned along the way. The people you meet, the hardships and heartaches you go through, the lessons your experiences have taught you.

The Title Character

An interesting way to look at this story is to ask the question:

Who is the title character- "The Alchemist"?

In one of the Englishman's books, Santiago first learns about the alchemists-men

who believed that if a metal were heated for many years, it would free itself of all its individual properties, and what was left would be the "Soul of the World".

The shepherd during his travel learnt many lessons, particularly from a wise old alchemist. Alchemy is such a potent idea—the changing of one element into another has had a grasp on the human mind for as long as we have known about elements. But, of course, alchemy has secondary meanings—an alchemist transforms. Is the boy an alchemist, for transforming himself and the lives of those around him? Is God the alchemist, for transforming the destinies of humanity? Is the author the alchemist, for transforming youthful idealism into mature wisdom? Is the reader the alchemist, for taking the fable and transforming its words into something personally meaningful?

The Central Message

The Alchemist tells you how to turn lead into gold. It tells you of the wonder and the uncertainty of change and evolution, the secret of enjoying the beauty of life. This is without becoming hardened by the harshness of reality. It depicts the art of living in the moment without worrying about the past or the future. And most importantly, the ultimate secret of the Universe, as revealed in the novel is that we are all interconnected. We are all one.

The Narration

The story has the comic charm, dramatic tension and psychological intensity of a fairy tale. Most importantly, it's full of specific wisdom as well, about becoming self-empowered, overcoming depression, and believing in dreams. The cumulative effect is inspirational. This is a sweetly exotic tale for the young and the old alike.

My favorite part about this book was its objective reality. I like epics, but there were no wide outlook and no heroes in this book. Everything the boy does is something you and I could do. I guess that's the point of the book. As a result this novel will always be open to interpretation.

The novel is poetic prose, and its symbolism is an air of mysticism. Moreover, the theme "follow your dream" is appealing among the readers.

What I like about the book is that it teaches you to live your life well. Live every moment in the moment. Follow your dreams. Have fun and enjoy everything life has to offer, but don't forget the things that really matter. Let things go off you that are not within your control.

Live your life and let others live theirs, what works for you may not work for them and vice versa. There is something to be learnt in everything. Generally speaking, the book is written to understand the reason for the existence of life.

BOOK REVIEW

There is so much wisdom in this little book, but as to me, the most important one is to enjoy every minute of your life. We all have goals in life; we have dreams to fulfill and successes to achieve.

We have to remember that we need to stop once in a while, and smell each rose and count each star in the sky. It is not the destination, but the journey, that counts.

Follow Your Dreams

No two words more awful than fate and destiny have ever struck the ears of a human being. The novel tells the tale of Santiago, a boy who has a dream and the courage to follow it. After listening to "the signs" the boy ventures in his personal journey of exploration and self-discovery, symbolically searching for a hidden treasure located near the pyramids in Egypt.

With this symbolic masterpiece, Coelho states that we should not avoid our destinies, and urges people to follow their dreams, because to find our "Personal Myth" and our mission on Earth is the way to find "God", meaning happiness, fulfillment, and the ultimate purpose of creation. He presents the person who denies following his dream as the person who denies seeing God. However, only few people choose to follow the road that has been made for them, and find God while searching for their destiny, and their mission on earth.

Coelho also suggests that those who do not have the courage to follow their "Personal Myth", are doomed to a life of emptiness, misery, and unfulfillment. Fear of failure seems to be the greatest obstacle to happiness. The novel captures the drama of man, who sacrifices fulfillment to conformity, who knows he can achieve greatness but denies doing so, and

ends up living a life of void.

The Treasure Lies ...

The bible says a wise man's heart directs him toward the right, but the foolish man's heart directs him toward the left.

When Santiago decides to go, his father's sole advice is "Travel the world until you see that our castle is the greatest and our women the most beautiful". In his journey, Santiago sees the greatness of the world, and meets all kinds of exciting people like kings and alchemists. However, by the end of the novel, he discovers that "treasure lies where your heart belongs", and that the treasure was the journey itself, the discoveries he made, and the wisdom he acquired.

The Secret of Coelho's Success

Coelho's mastery lies in his ability to catering emotions. "The Alchemist", is an exciting novel that bursts with optimism; it is the kind of novel that tells the possibility of everything as long as you really want it to happen. The secret of Coelho's success is therefore his courage of telling people what they want or wish to hear.

Symbolism

"The Alchemist" is a simple fable of great symbolic value. Coelho is suggesting that the alchemists found God while searching for the elixir of life and the philosopher's stone. What is certain is that the symbolism of the text is a parallel to the symbolism and the symbolic language of alchemy, and similarly the symbolism of dreams is

presented as "God's language".

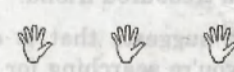
It is also symbolic that Santiago finds his soul-mate, and the secrets of wisdom in the wilderness of the desert. In the desert, Santiago meets his "twin-soul" and discovers that love is the core of existence and creation. As Coelho explains, when we love, we always try to improve ourselves, and that's when everything is possible. The subject of love inspires a beautiful lyricism in Coelho's writing: "I love you because the whole Universe conspired for me to come close to you."

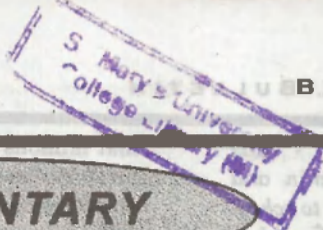
Conclusion

"The Alchemist" is a novel that may appeal to everybody, because we can all identify with Santiago: all of us have dreams, and are dying for somebody to tell us that they may come true.

Paulo Coelho has skillfully woven many bits of truths and wisdom about life into this masterpiece, and it is a true delight to read. Just like it teaches, it is not the destination, but the journey with this book, that counts. The book does well because they stimulate one's capacity to dream, our desire to search and find ourselves through the search.

This novel is so rich that it will draw you in, capture you in a way you never imagined possible, in a way you will remember long after you turn the last leaf. It is really a fantabulous piece of creative writing! Miss it not, enjoy it.





COMMENTARY

The Mother of Imperfection, Planet Earth

Tamirat Haile

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The serpent was the most subtle of all the wild beasts that Yahweh God had made. It asked the woman, "Did God really say you were not to eat from any of the trees in the garden?" The Woman answered the serpent, "we may eat the fruit of the trees in the garden. But of the fruit of the tree in the middle of the garden God Said "you must not eat it, nor touch it, under pain of death." Then the serpent said to the woman, "No! You will not die! God knows in fact that on the day you eat it your eyes will be opened and you will be like gods, knowing good and evil." The woman saw that the tree was good to eat and pleasing to the eye, and that it was desirable for the knowledge that it could give. [Eve ate, so did Adam]

And we said: O Adam! Dwell thou and thy wife in Garden, and eat ye freely (of the fruits) thereof where ye will; but come not nigh this tree lest ye become wrong-doers.

But Satan caused them to deflect therefrom and expelled them from the (happy) state in which they were; and We said: Fall down, one of you a foe unto the other! There shall be for you on earth eat a habitat and provision for a time.

The Glorious Qur'an Surah II: 35-36

Holy Bible: Genesis 3:1-7

of two centrifugal and centripetal forces. Though nobody heard, they have been crying for ages. Neither the Sky nor the Earth volunteered to listen to and give any positive answer. The suffering, the atrocity, the onslaught, the famine, etc. have never stopped. Instead, every sort of abnormality is becoming rampant almost in all parts of the Planet in its various manifestations.

From the very beginning of time, we human beings have been teaching and learning one another for the betterment of life on earth. Since ancient times up until the present the gurus of Shintoism and Hinduism, rabbis of Judaism, prophets of Christianity, mullahs of Islam, lamas of Buddhism, sages of Taoism, Jainism, Zoroastrianism, Confucianism etc., scholars of various schools of thought have been preaching, warning, teaching,...their respective congregations so that their subjects are not off the right track according to their doctrines. By doing so, save the non-believers, other sects of any religion, be it monotheistic, polytheistic, or superstitious, all have been trying their best for the expansion of their religion. But what has been disheartening in regard to the overall achievement that most of these religious groups have been scoring is something that should be examined, for the desired outcome has not been seen yet satisfactorily.

According to some religious leaders, the main purpose of man's presence on Earth is to learn, through learning to grow to a higher level of development. After growing and reaching a high level

of positive karma, to transform into the highest form of enlightened being in the universe that is free of any secular motive that hinders the individual from becoming perfect, as perfect as the first man who was believed to have led a saintly life in Eden Paradise.

* * *

There is a good quotation on every front cover page of the proceeding published annually by St. Mary's University College; it says "when education goes right, nothing can go wrong; when education goes wrong, nothing can go right." Yes, it goes without saying that the pillar of any society is education. Hence, as the aforementioned quote nicely states it, if education is in problem, every aspect of any society is also in problem.

We don't have to waste our time here in finding the definition of education. We simply know that education can be classified into two: bad and good. But we take for granted that good education is conventionally accepted, and can commonly be defined as "The cherished and selected values of a society," according to my old memory of one of my education courses.

If this is so, how do we, then, happen to see obliteration to an astonishingly great magnitude of good norms, values and assets from the surface of our Planet Earth? What do our children learn at schools? What do the teachers in all schools of the globe deliver in class? Do they teach our students something different from the curriculum

Prologue

Dear readers, I am convinced that I have to say few words about my rambling article. As you understand from the column itself, it is a commentary, not at all a research, and hence, I would like to apologize for my deviant approach in this respect. This article may not be appealing to those people who believe this world is by all means comfortable to live in; rather, it might be appalling. I also recommend that any one who does not believe in freedom of expression shall not read this piece of writing.

This exceptionally odd article mentions many things that I think are causing the inevitable demise of our generous planet. The points treated herein are by no means new. They have been oft-reiterated from the very beginning of humanity up to the present time. But it is regrettable that nothing appears to have the power of halting the day to day edging of our world towards its peril. The article argues that our planet has been under arrest for the past good number of millennia. Though she most often gets few enlightened spiritual leaders here and there, due to the fact that their teachings and admonitions are not understood or misunderstood, mother Earth has never obtained a chance to breathe a sigh of relief. To our dismay, the children of our Planet Earth all over the world are said to have been hostages

that perverts their minds when they leave schools? Or might there be any virus in the brain of our children that corrupts the positive lessons into negative ones when they get out of schools? Why do most students of our planet forget every thing they learn at schools and replace it with destructive knowledge? How is every thing forgotten overnight as soon as most of us get out of those educational institutions? Big questions without answers!

Economic hit men (EHMs) are highly paid professionals who cheat countries around the globe out of millions of dollars. They funnel money from the World Bank . . . and other foreign 'aid' organizations into the coffers of huge corporations and the pockets of a few wealthy families who control the planet's natural resources. Their tools include fraudulent financial reports, rigged elections, payoffs, extortion, sex, and murder. They play a game as old as empire, but one that has taken on new and terrifying dimensions during this time of globalization. I should know; I was an EHM. (John Perkins)

From whichever direction we look at, it is a public secret that human history is full of treachery. This treacherous nature has most of the time been very dangerous. Whatsoever is the motive behind, the perfidious nature of people is a cause of change of behavior into animalism. In light of this, we can cite many instances of inhuman activities that have been inflicted upon human beings through out their history. The aforementioned individual, for example, has confessed many 'sins' and 'crimes' in order that others, who were and still are like him, may learn something and come to their conscience to follow his suit.

Let's see how education failed to upright citizens. Can you imagine how many big and small battles are registered in the history of our planet? Can you imagine the educational qualification of the architects of those battles? Some readers may wonder if it is their first time to read this:

... [Machiavelli's the Prince] Is a concise manual, a hand book for those who would acquire or increase their political power. As such it has a history of study and use by a long line of kings and ministers as diverse in aims and character . . . In his student days Mussolini selected it as the subject of a thesis for his doctorate. It was Hitler's bedside reading, and we need not be

taken aback when - - - Max Lerner tells us that Lenin and Stalin as well have gone to school to Machiavelli" (emphasis added. The Prince, Introduction)

In the Ethiopian Orthodox Church, people have various books of prayer, one of which is 'Wuddasie Mariam', (a liturgy that praises St. Mary's, Madonna). Especially the clergy and adult literates pray to St. Mary's through this small book of 'Wuddasie Mariam' almost on daily basis. Likewise, based on our gleanings from history, it is possible to surmise that 'The Prince' of Piccolo Machiavelli, which is said to have been an indispensable mantra of politicians, has been serving many infamous leaders of the world as a goad to gallop their ill-fated people.

Can you guess why these "beloved" leaders of the world who are expected to be more educated than their subjects, create wars and destructions? Along with these political leaders, such as Mussolini, Hitler, Bismarck, Stalin, Id Amin, Charles Taylor, or any of their likes before or after them, it is equally important to think of other aides without the keen cooperation and support of whom those tyrants could do almost nothing. All of them are believed to be 'educated'. Up to now, no historical document has witnessed that an absolute illiterate citizen of a country had ruled a nation. If we see the profile of leaders of the world, especially nowadays, almost all of them have completed at least their elementary education. Amongst them there could be some with doctorate degrees, some others with second degrees and/or first degrees. Militarily, almost all generals and high commissioned military personnel must have been educated to a higher level before they assume their positions. After all, we can mention the military science, military engineering, military intelligence, and nuclear science in relation to warfare.

All these and other destructive facilities that are directly or indirectly related to combat arms are made effective by highly "educated" people in every nation of our planet. We get extremely desperate and disheartened when we imagine a multitude of trillions of dollars go to military budget every year in this world. We become helpless when we think of those victims of every nation by those unnecessarily stoked up wars between nations or within different factions of a nation. We get desperate when we happen to know

that millions of people die of starvation, curable diseases, and poor sanitation every year while billions and trillions of dollars is unnecessarily spent to run man-made destructive wars. Why all this destruction? Let's read the following excerpt:

Imagine you are an extraterrestrial, have just crossed uncountable light years and are now approaching the planet Earth. It is your mission to reconnoiter this planet, to establish contact with its inhabitants to exchange information and knowledge, of any kind. If this proves positive and you are convinced of the sincerity and peacefulness of the people, Earth could be accepted into the intergalactic federation. Then it would be possible to have open contacts with inhabitants of other planets which would cause a rapid development of the earthlings' consciousness and in their technology and health service.

After entering orbit you switch on your monitor to receive eventual signals. You get a news station reporting on what's happening on Earth. Thus you recognize that this is a warring planet where for thousands of years people fought, maimed and killed, not, as you would at first assume, [with an] enemy planet but each other

You soon realize that there is no concept behind these wars, because some fight for their religion, others because of the color of their skin. There are some who are unsatisfied with the size of their country and others fight just to survive, as they have no food. Some have only financial gain in mind; on the whole, everyone is mainly concerned about himself [themselves]. You realize that this planet is not at all ready for the information and the technology you have to offer. No matter which country you would wish to land in, your gift would certainly not be used for the good of everyone on Earth, but for the selfish interests of those leading that country. (Jan Van Helsing)

If we take time to listen to the silent speech of our innermost, if we send our conscience being to study historical events as far back as we could, if we analyze what has been done by us against us, if we scrutinize why we were forced to engage in those futile destructive conflicts, most of all if we get awakened that some of us have been tools to serve the interests of evil spirits

that are tirelessly toiling day and night for the doom of our beautiful planet, we humans could come to our senses and could easily save our benevolent mother Earth.

It is quite understandable that talking is pretty easy. We can tell our best wishes uninterruptedly for so many hours, or days provided there is a listener. But what matters is the pragmatism thereof. As a matter of fact, we never lacked wise people with the best of best wishes. They were there in the beginning and even at the eleventh hour now, though quite unlikely to be heard of, they are here in this world helplessly confined in an uncomfortable setting.

If there are other planets inhabited by some other creatures as can be learnt from the aforementioned quote, and if we happen to compare them in terms of being peaceful and stable, our planet would most likely be the worst of all in various aspects. For example, the Swiss scientist, Jean J. Babel, found that during the last 5,000 years, humanity fought 14,500 wars with three and a half billion [people] dead." (*ibid*)

We may attribute the sufferings inflicted upon the majority of human race to various internal and external factors depending on our social, religious, cultural, and academic or any other background. Nevertheless, whatever the reasons might be, we all must agree that our planet Earth is at present in an SOS situation. Be it from above or from below, be it from within or without, she is badly in need of an urgent intervention if human race should survive on Earth. Unless we believe in destiny or fate, notwithstanding whosoever does whatsoever to avert the hovering doom, it must be time to join hands in favor of rescuing the Planet Earth before it is completely degenerated into nothingness by evil forces. Those of us, among human race, who have knowingly or unknowingly been distancing ourselves from our earthly brothers and sisters due to some untenable dream-like promises should now have time to meditate and change our way of perceiving this Universe. We have an Italian saying, "Un diavolo conosciuto e' meglio con il angelo sconosciuto," which is to mean, "A known devil is better than an unknown angel."

According to few far-sighted citizens among human beings, surely we have them now as we had before, thanks to the positive spirits; the balance of power

in the entire Universe is said to have been fluctuating between benign and malign spirits. But it is unfortunate for the populace whose moral fabrics are believed to be drawn from the good spirits, that especially the past two millennia were quite unfavorable. Rather, those centuries of the millennia were known for their mercilessly destructive conflicts and full scale wars. Of all the historical times that witnessed the harsh punishments of evil spirits, particularly the past and the present centuries, in which every thing seems to be 'flying' against time remain without equals in the level of both technological advancement and human and material devastation. Though it seems that we human beings have been slaughtering each other just based on our own ill-driven will, some 'four-eyed' people and some others who claim to have an out-of-body experience tell us a different story that substantiates the perception some of us have in regard to the dreadful courage of our earthly brothers/sisters for their being exulted after having massacred millions of their own kind. It is really unbelievable to learn, for example, that the ruin of hundreds of thousands of people in seconds with an atomic bomb pleases the doers of that malice. How on earth could you imagine, a 'person' becomes happiest after killing innocent citizens, who had no chance not only of choosing their ethnic group, religion, country, gender, or color, but also of coming to this fiery world to serve the verdict of the inescapable grotesque dimension? What craziness could that be? Therefore, it is not wrong to sense something fishy that could be ascribed to our bizarre behavior, that there should be something from without which ignites the torch.

These contacts . . . were never related as negative experiences. They were always positive and with a special, higher purpose. The message was, 'you are not alone, be kind to the planet, learn to live together, and get ready to join the confederation of planets.'

This is not to say that there weren't negative aspects to the contactee phenomenon. Adamski, among others, warned that there were 'evil' aliens who were plotting with evil humans to take over the earth. Some of these claims evolved into tales of Men in Black who harassed witnesses, stole evidence, and suppressed information to keep us all in the dark. (The Abduction Enigma, Kevin D. Randle & et al.)

It is a common understanding that truth and reality are relative, as many other issues of any society. What is truth

for me may turn out to be false for you. Circumvention left aside, if we take an excellent truth in our surrounding and compare it with that of another, it may become the opposite. That is why our world is full of paradoxical phenomena. Basically, truth must be the loneliest doodad in connection with having many friends due to its uncompromisingly pungent nature. It should be for that reason that 'Helsing' says, "not every body is in a [similar] condition where they can tolerate pure truth." (*Jan Van Helsing*) Though the physiognomy of truth by and large is murky, nonetheless, it is worth mentioning that the end product is truly enlightening.

By the way, have you ever asked yourself why our planet has become a quasi inferno to most of her children? Have you ever thought of the problems she is suffering from? Do you frequently watch TVs; listen to radios, read the press media? How do you perceive the present shape of our Earth? Are you a fan of pure science? Do you have the gut to see sideways, other than sheer scientific witnesses? How do you understand the so called parapsychology, the paranormal and others related to such concepts that have prior existence to and a primordial foundation for modern science? Whom do you blame for the creeping around of life extinction on Earth? . . .

Whatever you may say in regard to the above questions, the objective reality of the planet Earth tells us the following manmade threats.

Diversity : As a matter of fact, diversity would have been beauty, had we made use of it. But it is a pity that almost all human differences have become a major source of conflict and as a result a harbinger of doomsday. Even sex difference which we may think of the least causative for bickering is becoming one of the major issues of global concern. Almost in all nations, though variations in degree are widely observed, females and children are under severe influence of violence. It is irritating to hear that the life of many wives is endangered by the chauvinistically macho husbands all over the world. You can recall the case of Joseph Fritzl of Austria.

In regard to sexual harassment, there are lots of points to be raised and need an abrupt solution. Rape, underage (forced) marriage, prostitution, child abuse (molestation), etc. are the most burning issues that seek our immediate reaction. These deviations along with other similar digressions all over the

to be continued on page 50

ለ. ተማሪዎች በመማር ማስተማሩ ሂደት ለመናገር እድሉን ካላገኙ ሀሳብ ለማመንጨት አይችሉም።

ሐ. ተማሪዎች ስለተለያዩ ጉዳዮች ንግግር ላይ ያደርጉ ግንዛቤያቸውን ለመግለፅ አይችሉም። ስለዚህ በመማር ማስተማሩ ሂደት ብዙ ወቅት ጊዜ በመናገርና በማዳመጥ ላይ ማዋል የተማሪዎችን የመጻፍና የማንበብ ክህሎት ስለሚያዳብር ወሳኝነት አለው። በዚህም በርካታ ምሁራን ንግግር ተማሪዎች የበለጠ እንዲማሩ የሚያግዝ መሆኑን ያምናሉ። በተጨማሪም መምህሩ ከተማሪዎች ንግግር መጠንና ዓይነት ተነስቶ ተማሪዎቹ ምን ያህል ያውቃሉ? በትምህርት ሂደት ለመሳተፍ እድል ያገኙት ምን ያህልና እንዴት ናቸው? ለሚሉትና ለመሳሰሉት ጥያቄዎች ምላሽ የሚያገኝበትና ለዚህም ምላሽ ለመስጠት እንዲችሉ የሚረዳው የመማሪያ ክፍል ወስጥ ተረክቦ መማር - ማስተማርን የሚያገናኝ መሆኑን ከምሁራን ገለጻ ለመረዳት ይቻላል።

በአጠቃላይ በመማሪያ ክፍል ውስጥ በሚደረግ የመምህር - ተማሪ ተራክቦ በተራክቦ በሚደረግ ንግግር ሀሳብን ለመግለፅ፣ ለመረዳትና ዕውቀትን በተግባር ላይ ለማዋል እንዲሁም ከትምህርት ቤት ውጭ በሚደረጉ ውይይቶች ለመሳተፍ የሚያስችል መሠረት ለማስያዝ የሚረዳና ለመማር ማስተማሩም ሂደት አስፈላጊ መሆኑን ከተለያዩ ምሁራን ለመገንዘብ ችለናል። ይህ ከሆነ በመማርያ ክፍል ውስጥ በሚደረግ የመምህር ተማሪ ተራክቦ ተማሪዎች ምን ያህል ቃላት ተላትፎ (ንግግር) ይኖራቸዋል? ለዚህስ ከመምህርቻቸው ለሚያገኙት ተረትና ምሳሌ ያላቸው ምላሽ (Feedback) ምን ያህል ነው? የሚሉትን ጥያቄዎች መመርመር ተማሪዎቹ በትምህርቱ ሂደት ምን ያህል ዕውቀት አግኝተዋል? ወይም ለመማር ምን ያህል እድል አግኝተዋል? ለሚለው የምርምር መሠረታዊ ጥያቄ መነሻ ሀሳብ ይሰጣል።

2. በመማሪያ ክፍል ውስጥ የመምህር - ተማሪ ተራክቦ ላይ የጸታ ልዩነት

የጸታ ልዩነት በመማርያ ክፍል ውስጥ ተራክቦ ላይ ብቻ ሳይሆን በአጠቃላይ የትምህርት አንቅስቃሴ ላይ የሚታይ መሆኑን ከፍ ሲል የተጠቀሱት ምሁራን

ይገልጻሉ። በውጭም ሆነ በአገር ውስጥ የተከናወኑ ጥናቶች እንደሚያስረዱት ከትምህርት ጋር ከተያያዙ ተግባራት አኳያ በወንዶችና በሴቶች ተማሪዎች መካከል ልዩነት መኖሩ ግንዛቤ ያገኘ ጉዳይ ነው። በዚህም በተለያዩ የትምህርት ዓይነቶች የሚያስመዘግቡት ውጤት፣ ለየትምህርት ዓይነቱ ባላቸው ዝንባሌና አመለካከት፣ ከዚህም አልፎ በመማር ማስተማሩ ሂደት ላይ ከመምህርቻቸውና ከክፍል ዓይነታቸው ጋር በሚኖራቸው ቃላዊ ተራክቦ (Verbal interaction)፣ እንዲሁም ሰራሳቸው ችሎታ ከሚኖራቸው ግንዛቤ (Self esteem)፣ በተጨማሪም ለውጤታቸው ከሚኖራቸው ፍርሃትና ስጋት አንጻር በወንዶችና በሴቶች ተማሪዎች መካከል ልዩነት መኖሩን አጥኝዎቹ አረጋግጠዋል።

በሌላም በኩል በተለያዩ አእምሮአዊ ተግባራት (Cognitive skills) ለበሳሉ፡- በቃላዊ የቀዋንቀዋ ክህሎት (Verbal Skills)፣ በቋንቋ ጥበብ (Language art)፣ በሂሳብና በሳይንስ፣ በሙያና በቴክኒክ ችሎታዎች አንጻር በወንዶችና በሴቶች መካከል የሚኖረውን ልዩነት በሚመለከት Maccoby and Jacquine (1974) እንደገለጹት ልዩነቱ የጉላ ባይሆንም በቃላዊ ተግባራትና በቋንቋ ጥበብ ሴቶች በሂሳብና በሳይንስ ትምህርቶች ደግሞ ወንዶች የበለጠ ውጤት እንደሚያስመዘግቡ ታውቋል። በክፍል ውስጥ መማር ማስተማር ሂደት ላይ የመምህር - ተማሪ ተራክቦን በሚመለከት ደግሞ የሴት ተማሪዎችን የክፍል ውስጥ ተላትፎ መጠን የመረመሩ አጥኝዎች እንዳመለከቱት ጥያቄ በመጠየቅ፣ ለተጠየቁ ጥያቄዎች መልስ በመስጠት፣ ማሳበቸውን በርዘርዘር ሲፋ አድርገው በመገባት ሴቶች ከወንዶች ያነሱ ናቸው። ለዚህም ዋና ዋና ምክንያቶች ፀጌ ኃይሉ (1991)፣ Clerk and Tranford (1995) Lindros (1995) እና ሌሎችም እንደሚከተለው ይገልጻሉ።

- ሴቶች ተማሪዎች በወንዶች ዓይነታቸውና በመምህርቻቸው ፊት ለመናገር አለመድረር
- መምህርቻቸው ሴቶች ሲመልሱም ሆነ ሲጠይቁ ከወንዶች አኩል ስለማያበረታቱባቸው።

• ሴቶች ተማሪዎች ለመናገር በሚሞክሩበት ጊዜ መምህርቻቸውም ሆነ ወንዶች ዓይነታቸው በንግግራቸው መሀል ጣልቃ በመግባት ስለሚያቋርጧቸው

• መምህራን ለወንዶችም ለሴቶችም የሚሰጡት አኩል ያልሆነ ትኩረት ወይም አያያዝ /Unfair Treatment/

ከእነዚህ ክላይ ከተገለጹት ሌላ ደግሞ በሴት ተማሪዎች ትምህርት አቀባበል ላይ ማህበረሰቡ ያለው አሰታዊ አመለካከት፣ የማህበረሰቡ ባህል የሚያሳድርባቸው ተፅዕኖ፣ መምህራን ብዙ ትኩረት የሚሰጡትና በአዎንታዊም ሆነ በአሰታዊ ሁኔታ ብዙ ግንኙነት የሚኖራቸው ከወንዶች ተማሪዎች ጋር በመሆኑና በዚህም በመማርያ ክፍል ውስጥ በሚደረገው የመምህር - ተማሪ ቃላዊ ተራክቦ በወንዶች ተማሪዎችና በመምህራን መካከል ብቻ ተወስኖ የሚቀር መሆኑ፣ ሴቶች ተማሪዎች በቃላዊ የመማር ማስተማሩ ሂደት ያላቸው ተላትፎ አናሳ መሆኑ ይጠቀሳል። ለዚህም ምክንያቱ መምህራን የማህበረሰቡ አካል በመሆናቸውና ማህበረሰቡ ለሴት ተማሪዎች ትምህርት አቀባበል ያለውን አሰታዊ አመለካከት ስለሚያገዝባቸው፣ ወንዶችን ከሴቶች የተሻለ ግንዛቤ ያላቸው አድርገው ስለሚገነዘቡ ብዙውን ጊዜ እንዲሳተፉ ዕድል የሚሰጡት ለወንዶች ተማሪዎች ብቻ መሆኑ ነው።

Spender (1982) ደግሞ የሴት ተማሪዎች የመማርያ ክፍል ውስጥ ቃላዊ ተራክቦ ከወንዶች ያነሰ መሆኑን ሲገልፁ ሴቶች ተማሪዎች ሦስተኛው ወንዶች በመማርያ ክፍል ውስጥ የሚያደርጉት ንግግር ማግኘት ያህል ቢናገሩ በወንዶች ተማሪዎች ዘንድ የሚኖረው ግምት የንግግሩ የበላይነት የወሰዱት ሴቶች ናቸው የሚል ነው። ይህም የሚያመለክተው ሴቶችና ወንዶች ተማሪዎች በመማርያ ክፍል ውስጥ በሚያደርጉት ቃላዊ ተራክቦ የጉላ ልዩነት ያላቸው መሆኑን ነው። ለዚህ ምሳሌ Spender (1982) በአንድ «ወርክ ሶፐር» ውስጥ 32 ሴቶችና 5 ወንዶች ባደረጉት ንግግር የወንዶችንና የሴቶችን ተራ አወሳሰደ / Turn-Taking/ በሚመለከት ባካሂዱት ጥናት አስደናቂ ውጤት ማግኘታቸውን ይገልጻሉ።

ዘዚህም ዘጠቅላላው ከተደረገው የ58 ደቂቃ ንግግር (ውይይት) 32 ደቂቃውን የወሰዱት ወንዶች መሆናቸውን ጥናቱ አመልክቶአል። ይህም ወጤት የሚያመለክተው በመማርያ ክፍል ወሰንም ሆነ ወጭ ወንዶችና ሴቶች በሚያካሂዱባቸው ወይይቶች የንግግርን የበላይነት የሚወስዱት ወንዶች መሆናቸውን ነው።

ዘዚህ አንጻር በተለይም ቋንቋን በመማር ሂደት ላይ ትኩረት ለመስጠት በሚታሰቡበት ጊዜ ሲታይ የሚችለው ጉዳይ በክፍል ወስጥ ተራክቦ በወንዶችና በሴቶች ተማሪዎች መካከል የቃላት ተሳትፎ ልዩነት እንዳይኖር መምህራን ተማሪዎችን እኩል ማሳተፍ እንደሚኖርባቸውና በሚሰጡትም አጻፋ ምላሽ (Feedback) የጸታ ልዩነት ጸታዊ እድሎ እንዳይኖር መጠንቀቅ እንዳለባቸው የሚያሳሱበት ነው። ምክንያቱም እንደ በርካታ ምሁራን አገላለፅ ሴቶች ተማሪዎች በመማሪያ ክፍል የመናገር ልምድ ስለሌላቸው መምህራንም ትኩረት ስለማይሰጧቸውና በዚህም ለራሳቸው የሚሰጡት ትኩረት እነሱ ለሴቶች ከት/ዜት ውጪም በሚያጋጥሟቸው የውይይት ተግባራት የመሳተፍ ዕድላቸው ዝቅተኛ ይሆናል። በዚህ የመማርያ ክፍል ወሰን የመምህር ተማሪ ቃላት ተራክቦ ለመማር ሂደትም አስፈላጊ በመሆኑ መምህራን ወንዶችና ሴቶች ተማሪዎችን እኩል ማሳተፍ እንደሚኖርባቸው ያስገነዝባሉ።

በመማሪያ ክፍል ወስጥ በሚደረግ የመምህር-ተማሪ ተራክቦ ላይ የጸታን ልዩነት በሚመለከት ሌላው ሊነሳ የሚገባው ጉዳይ ለተጠቀሱ ጥያቄዎች በሚሰጧቸው መልሶች ምክንያት በወንዶችና በሴቶች መካከል ልዩነት የመኖሩ ጉዳይ ነው። ለዚህም በመስኩ ላይ ምርምር ያደርጉ በርካታ አጥኝዎች እንደሚጠቁሙት ሴቶች በተደጋጋሚ የሚመልሷቸው ጥያቄዎች አጭር፣ ማለብና ማሳለልን የማይጠይቁና በአንድ ቃል ብቻ የሚመለሱትን ሲሆን ወንዶች ግን በተቃራኒው ዘርዘርና ረዘም ያለ፣ ምክንያት የሚፈልጉ ጥያቄዎችን በመመለስ እንደሚላተፉ የሚያሳይ ነው። በዚህ ምክንያት ወንዶች ተማሪዎች በመማርያ ክፍል ወስጥ ተራክቦ ብዙውን ጊዜ የሚወስዱት ከሚመለሱት መልስ መርዘምና ዘርዘር ማለት ሁኔታ አንጻር

መሆኑን አንረዳለን። Kelly(1988) በመምህር ተማሪ ተራክቦ ላይ የተደረገ 81 ጥናቶችን በመገምገም ሰፋ ያለ ትንታኔ በመስጠት ያጠቃለሉትን ስንመለከት በሁሉም የዕድሜ ክልል ውስጥ የሚገኙ ሴቶች ተማሪዎች በብዙ ሀገሮች፣ የተለያዩ ማህበረ ሊኮኖሚያዊ ዳራ ባላቸው ቡድኖች መካከል በሁሉም የትምህርት ዓይነቶችና ወንዶችና ሴቶች መምህራን በሚያስተምሩባቸው መማሪያ ክፍሎች ውስጥ በሚደረግ የመምህር - ተማሪ ቃላት ተራክቦ ሴቶች የሚወስዱት ተራ/turn taking/ ከወንዶች በጣም ያነሰ መሆኑን የሚያስገነዝብ ነው። አንዳንድ መምህራን ስለሴቶች ተማሪዎች የመማርያ ክፍል ውስጥ ቃላት ተራክቦ ተጠይቀው በሰጡት ምላሽ ክፍል ውስጥ ሴቶች እርስ በርስ ከሚያደርጉት ወራ በስተቀር በመማር ማስተማሩ ሂደት በሚካሄደው የመምህር - ተማሪ ተራክቦ በአጥጋቢ ሁኔታ ተሳታፊ አስመሆናቸውን የሚያሳይ ነው። እንደዚሁም ሴቶች ተማሪዎች ተሳትፎአቸውን በሚመለከት ተጠይቀው በሰጡት ምላሽ ሴቶች ከወንዶች እኩል ከተናገሩ ወይም ንግግር ካደረጉ የሴትነት ባህሪያቸውን የተዉ ስለሚመለከታቸው ከመናገር እንደሚታዩት አስረድተዋል።

ከተለያዩ ምሁራን የጥናት ግኝቶች ለማየት እንደተቻለው ወንዶች ከሴቶች የበለጠ ለሚጠቀሙ ጥያቄዎች በተደጋጋሚ ምላሽ ይሰጣሉ፣ ጥያቄ ይጠይቃሉ፣ መምህሩን ይቃወማሉ፣ ሴቶች በተቃራኒው ከዚህ ሁሉ ተግባር የተገለሉ ወይም የራቁ ናቸው። ሴቶች የተወሰነ ተሳትፎ ቢያደርጉም እንኩዋን ለሚጠቀሙ ጥያቄዎች መልስ በመስጠት ብቻ የሚላተፉ ሲሆን ወንዶች ግን ከዚህ በተጨማሪ ያልገባቸውን ጥያቄ በመጠየቅም ከሴቶች የበለጠ ተሳታፊዎች ናቸው።

ማጠቃለያ

በመማሪያ ክፍል ውስጥ የተማሪ ተማሪ፣ የመምህር - ተማሪ ተራክቦ (interaction) ምን ያህል ለትምህርቱ ወሳኝ እንደሆነ ከላይ በዝርዝር ለማየት ሞከረናል። በመሆኑም ሁሉም ተማሪዎች በተራክቦው ውስጥ የራሳቸውን ድርሻ እንዲጫወቱ ማድረግ ዕውቀትን ከማካፈል አኩል ምናልባትም በበለጠ አስፈላጊ እንደሆነ ተገንዝቦ ለዚህም

ትኩረት መስጠት የመምህራን ተልቁ ድርሻ ሊሆን ይገባል።

የሴትና ወንድ ተማሪዎች የክፍል ውስጥ ተሳትፎ ድርሻ በትምህርት ቤቶቻችን እኩል እንዳልሆነና ሴቶች ያነሰ ተሳትፎ እንዳላቸው በሠፊው ይታመናል። ይህም ማለት በትምህርቱ ወሳኝ በሆነው ተራክቦ ያላቸው ድርሻ አነስተኛ ስለሚሆን ከክፍል ትምህርት ሊያገኙት ከሚገባቸው የመጠየቅ፣ የመቃወም፣ ሃሳብን አብራርቶ የማስረዳት፣ የመተቸት እና የመሳሰሉት ችሎታዎች በእጅጉ ይገደባሉ። ይህም በሥራ ላይና በሌሎች ማህበራዊ የመሪነት ቦታዎች ላይ ጎልተው ስትገኙ። ተፅዕኖ ያደርግባቸዋል፤ የራስ መተማመናቸውንም ያሳንሰዋል።

የሴቶችን ተሳትፎና ከወንዶች እኩል ተጠቃሚነት ለማግኘት የተለያዩ ተቋማት ትልቅ ሚና ሊኖራቸው ቢችልም ትምህርት ቤቶች ግን ከሁሉም የላቀ ድርሻ ሊኖራቸው ይገባል። ምክንያቱም የገን የሀገር መሪዎችና መምህራን፣ ነጋዴዎች ወዘተ. የሚቀርጹበትና በሥራና በሕይወት የሚገጥሟቸውን ችግሮች ለመቅረፍ የሚያስችሏቸውን ክሂሎች የሚቀስሙበት ቦታዎች ናቸውና።

በዚህ ረገድ የመምህሩ ሚናም የላቀ ትኩረት ይሻል። መምህራን የህብርተሰቡ አካል በመሆናቸው በሴቶችና በወንዶች ላይ ያለው የተሳሳተም ሆነ ትክክለኛ አመለካከት በነሱም ላይ ያንጸባርቃል።

እነዚህ አመለካከቶች ደግሞ በመማር ማለት ማር ተራክቦ (interaction) ላይ መገጸባ ረቃቸው የግድ ነው። በመሆኑም የሴቶችን የክፍል ውስጥ ተሳትፎ ለማሳደግ የመምህሩ ድርሻ የላቀ ነው። በመምህራን ሥልጠና ወስጥ ይህ ጉዳይ የተሰዩ ትኩረት እንዲሰጠው ቢደረግ አመርቂ ውጤት ሊመጣ ይችላል። በተለይ ከምንግዜውም በበለጠ የትምህርትን ሽፋን ለማስፋት ጥረት በሚደረግበት በአሁኑ ጊዜ የሴት ተማሪዎችን የክፍል ውስጥ ተሳትፎ በእኩልነት ለማረጋገጥ ጥረት እየተደረገ በሚገኝበት በአሁኑ ጊዜ ትኩረት ሊያገኝ ይገባል። ክፍል-ውስጥ መገንታቸው ብቻ ተፈላጊውን ወጤት ለማግኘት በራሱ ማረጋገጫ ሊሆን አይችልምና።

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እንግዳችን

የዚህ ዕለትም እንግዳችን አቶ ማሞ መንገሻ ይባላል። በትምህርት ሚኒስቴር ከመምህርነት ጀምሮ በሚኒስቴር ስራ ላይ ባሉት አስከፊ ክፍተት የመምህራን ጋራነት ድረስ ለበርካታ ዓመታት አገልግለዋል። በአሁኑ ወቅት በ International Foundation for Education and Self Help (IFESH/Ethiopia) የኢትዮጵያ ተጠሪ በሆኑት በትምህርት ዙሪያ እያገለገሉ ይገኛሉ። ከእርሳቸው ጋር ያደረገነውን ቀይታ ቀጥሎ እናቀርባለን።



ዘ ቲቸር ፡ አቶ ማሞ ራስዎን ስለንገባዎን ቢያስተዋውቁልን?

አቶ ማሞ መንገሻ

አማኝ ወገኑን ለሰማክብር ለምን የሚል ጥያቄ እንዲታሰክትል ከወዲሁ እወያይቃለሁ።

አቶ ማሞ ፡ እሺ ለሚን አስተዋውቅኝዋል- ቢቀርቢ ያባቱ ሥም ነው- መንገሻ በልና ጨምርበት። ከዚህ በማስከተል ራሴን ለማስተዋወቅ ልደሰ ባገኘሁ ቁጥር ላላወሳው ማስፎ የማሰረጋገጥ ነገር ቢኖር ሁል ጊዜ ላወራውና ባወራውም ደስ የሚለኝ በልጅነቴ በገጠር በኩል ጥበቃ፣ በገብርና፣ በዝንጅር ጥበቃና በሁሉም ተማሪ በነበርኩ ጊዜ ራሴን ለመርዳት በእንቅሳልና ምሰር ንግድ ያሳሰርኩት ጊዜ ነው። ያ አንዱን መሠረታዊ የሕይወት አካል ስለሆነ ራሴን ማስተዋወቅ የምወደው ከዚያ ይምር ነው።

ወደሁለት ዓመታት በትምህርት ሚኒስቴር ሰራተኛ መሥሪያ ቤት በተሰየሙ ጋራነት የሚገልገል ልደሰ ገጥሞኝን በነበረ ጊዜ ይበልጥ የሚያስደስተኝ የተሰጠኝ ጋራነት ሥልጣን ደረጃ ሳይሆን ወቅት የሰገገር ስለነበረ ለመጀመሪያ ጊዜ በሃገራችን በሥራ ላይ በሞላው የመምህራን የደረጃ ስደገት የነበረኝ ድርሻ ነው። ከሥራ ጋራነት አኳያም በመምህራን ትምህርትና ሥልጠና፣ በመሥሪያ ቤት ስደገጃዎችና አውቃቀር ሥራ ያደረገሁት ተሳትፎ ጠቃሚ መሰሎ ይሰማኛል። በበኩሉ ግን የትምህርት ደንብ ላገኘው የማስተላለፍ ሰውነት ገብደኛለሁ ብዬ ነው የማምነው። የትምህርት በታሪክ የሚገኘውም ከበገደው ሁኔታ ውስጥ ለመሥሪያ ቤቱ የሚያስችል አቅም አገልግሎታለሁ። ይህን እንደአስተዋዎን ነው የማየው።

ሎችም እንደትምህርት ባለሙያ አይቸኑን ስለመጣህ ስለ 'Self-contained classroom' ያለውን ውድቅብር ሳየው ስለነ የሚያገኝ ነገር ይኖር ይሆን ዘመን ራሴን እስከ መጠመር እደርሳለሁ። በመሠረት በትምህርት ጉሊሊው 'Self-contained' መሆን አስመሆን የተነሳ ነገር የሰም። ይህ በትምህርት ቤት ደረጃ ባሉ ጋራነቶች ሲመለከት ሲመራና ሲተገበር የሚችል ስለሆነ ያን ያህል ላይ ተሰቅሎ የንትርክ አድንገዳ መሆን አልነበረበትም። ጉዳዩ ትንሽ ነው ብዬ አይደለም፤ ነገር ግን የመንገሥት ጉሊሊ አይደለም ወይም አልነበረም ብል ሳይሻል አይቀርም። ማንኛውም የሰጠህ የትምህርት ባለሙያ የትምህርትን አስጣጥ ሲተገብርበት የሚገባ የሥራዎችም ዘዴ ነው። ለነገረ በዚህ ጉዳይ ላይ ከየትም አገር ታይት በማይታወቅ ሁኔታ አጠቃላይ ቸደርገ ስለማታይ ወደዚያ ሳለመግዛት እበሁ ላይ አስቃለሁ። በነገራችን ላይ መምህራንን በማሰጠና ቀንቋ ጉዳይ ላይም የራሴ የሆነ የማስለማማኛት አቀዋም (reservation) አለኝ። መምህራን ወደሥራ ሲለማሩ በሚያስተምሩበት ቋንቋ እንዲሠሰጥ ዚደረግ በመርክን ደረጃ ችግር የለውም። ነገር ግን አማራጭ እንደሌለው ተደርጎ በሁሉም ቦታና በነበረው የጊዜ ሁኔታ በአንድ ጊዜ ወደተገባ መገበቱ የግድ ሲሆን ማስተገባ ነበር የሚል እምነት አለኝ። ይህን ላይም ላይ ደርሰን በምናየው የትምህርት ጥራት ችግር ላይ እንደ ግዴታ የገገንባቸው የመምህራን አስላማዊነት ዘዴዎች የራሳቸውን ጠባላ እንደሚሰጡን ከገምት ባለፈ እርግጠኝነት ልመሠክር ሳይረጋታለሁ።

በ ቲቸር ፡ በትምህርት ሚኒስቴር ቀይታዎ የነበረዎ አስተዋዎ ምን ይመስል ነበር?

ዘ ቲቸር ፡ ከቅርብ ዓመታት ወዲህ ተገባሪዎ የሆነው አዲሱ የትምህርት ጉሊሊ ምን ምን ጠንካራና ደካማ ጉኝት እንዳሉት ቢገልጸልን?

አቶ ማሞ ፡ በትምህርት ሥራ ላይ በትሰው ደብ ይሰኛል። እንደነገርኩህ ሥራ የጀመርኩት በገጠር በልጅነቴ መሆኑን አትርሳ። ሆኖም በመንገሥት ሥራተኛነት ሥራ የጀመርኩት በ1ኛ ደረጃ መምህርነት ነው። ያም በበጠራ አጠራር ወሰን ጠቅላይ ግዛት በሁሉም ክፍለ ሀገር የተባለው ማለት ነው። በዚህ ክፍለ ሀገር ከመምህርነት በተጨማሪ በትምህርት ስፕሮሳይዘርነት፣ በሁለተኛ ደረጃ ትምህርት ቤት ርዕሰ መምህርነትና በክፍለ ሀገር የትምህርት ምክትል ሥራ አስኪያጅነት ሥራ በየገጠሩ በመዘዋወር ራሴ ካሳሰፍኩት መምህርነት ሕይወት በተጨማሪ የመምህራንን ኑርና ያሥራ ሁኔታ በቅርብ እንደመሰከት፣ የተቻለንም ያህል መምህራንን ለማገዘፍ በመያዝ ውጤታማ እንዲሆኑ ለማስቻል ያደረገሁትን አጋጣሚ እንደትልቅ ነገር አመለከተዋለሁ። በእርግጥም የትምህርት ሥራ ከራሴ ገንዘብ በተጨማሪ በተለያዩ የገጠራ ትግል ምን መልክ እንዳለው ለመገንዘብ አስችሎኛል።

አቶ ማሞ ፡ የጠየቅኩን ሞያ ነገር ለመመለስ በጣም ያስቸገረኛል። ልብ በል። የትምህርት ጉሊሊው ከመጀመሪያ እስከ ትገባራው ተሳትፎታለሁ። በተለይም የመምህራን የደረጃ ስደገት፣ ሥልጠናና ከዚህ ጋር የተያያዙ ሥራዎች የጋራ አመራር ያለ መሆኑን የማይካድ ቢሆንም በበኩሉ ትልቅ ጋራነት ነበረኝ። በጉሊሊው ዝግጅት ላይ ትምህርት ማምረቻ ሁሉ ጊዜ ወይም ትምህርት ማሻሻያ... ይደረገበት ስለነበር፣ ብዙ ደክመኛችን አቅም በፈቀደ መጠን ማረም የላይተ አካል ስለነበረ አሁን ልዘረዘራትሁ አልችልም። በአንጻሩ የመምህራንን የደረጃ ስደገት በተመለከተ የተወለደው እርምጃ ትልቅ ቀም ነገር ይመስለኛል። በእርግጥ በየደረጃው ከነበረው የአቅም ሁኔታና በየገለበጡ ከነበረው የተለያዩ አመለካከቶች የተነሳ አተገባበር ላይ በርካታ ችግሮች እንደነበሩ አይካድም። ላይ ላይ ሆኖ የሁለት ዙሪያ ሳየው ከሁሉ የበለጠ ደግሞ ትምህርት ከሃይማኖት ነጻ (Secular) መሆኑ በእድገት ያስደስተኛል። በዚህ ላይ ብዙ ሲቀየም የሚችል

ዘ ቲቸር ፡ ወደ ገሱ የትምህርት ዘርፍ ልመሰጠና ከቅርብ ዓመታት ወዲህ እየተስፋፋ የመጡት የግል ክፍተት የትምህርት ተቋማት ለሀገራዊው አጠቃላይ የትምህርት ስደገት የሚያበረክተትን አስተዋዎ እንዲት ይመሰክታል?

አቶ ማሞ ፡ በዚህ ላይ ምን እንደነገርህ ትፈልጋለህ? መቼም መንገሥት ሁሉን እንደሚያሸክም የታወቀ

ትውልድ

በፊደሎቻችን ዙሪያ

ታዲያ ትውልድ ማርያም ደንበርስተ ክሊጅ

ሰኞ በማለፍ ፊደሉን ተጠጥሎ፡
 ቀርቦን በላህና በርሳዩን እንግቤ ፡፡
 ዕውቀትን ገብይቼ ለመመራመር፡
 ወደ አስከላ ትምህርት ገብቼ ልማር፡
 ወዲያው እንደረሰኩ ደውል ተደውሎ፡
 ጨዋታ አለቀና ሰልፍ ተከተሎ፡
 ባንዲራ ተሰቅሎ መዝሙር ተዘመረ፡
 ክፍል እንደገባን ትምህርት ተጀመረ፡
 የዕውቀት መጀመሪያው ሀ ሀ - - - ተበሰረ፡
 የጥበብ መነሻው ፈጅቶ ተቆጠረ፡

ወይም ተመራማሪዎች ሊመለከቱት ባለው የፊደል ገበታ ቅደም ተከተል መጠነኛ ይችላሉ፡፡ ለምሳሌ መጠኑ ፊደል «ሀ» ቢሆን ለውጥ በማድረግ እንዲህ ቢዘጋጅለን፡
 ቀጣዩን ፊደል «ሀ» ቢደረግ ከ«ሀ» ወደ «ሀ» ሀ ስ ሒ ሒ ማ ሄ ር ዕ
 ለመምጣት ቀላል ማለትን ልብ ይሉዋል፡፡ ለ ሒ ሚ ሣ ራ ስ ሾ
 በዚህም መሠረት፡- ሐ ሙ ሂ ራ ሰ ሽ ቆ
 ፊደል «ሐ» ጠ ' ጫ ' ተከታትለው ሙ ሠ ራ ሳ ሺ ቅ ዐ
 ቢመጡስ? ሠ ሩ ሲ ሻ ቁ ብ -
 ፊደል «በ» «ሰ» «ሸ» «ከ» «ኸ» «ከ» ተ ረ ሰ ሺ ቃ ቤ - -
 ከታትለው ቢመጡስ? ለ ሽ ቁ ባ - - -
 ፊደል «ነ» «ኘ» «ኘ» ተከታትለው ቫ ቁ ቢ - - -
 ቢጻፉስ? ሽ ቁ ቢ - - -
 ፊደል «ዐ» «ፀ» «መ» «ወ» ቢከታተሉና ቀ ቡ - - -
 ቢጻፉስ? በ - - -
 ፊደል «የ» «ጸ» «ጀ» «ኧ» «ጸ» ቢከታተ ለና ቢጻፉስ?
 ፊደል «ገ» ስፕ «ፐ» ቢጠጋጉስ?

ምናልባት ይህ አደራደር ፊደሎቹ ሳይርቁ የተዘበራረቁ ስለሆነ በቀላሉ ለማስታወስና «ሀ ሀ» ስፕ «አቡጊዳ»ን ጉን ለጉን ለማስጠናትም ይቻል እንደሆነ ባለሙያ ምቹ ሃሳብ ቢሰጡበት የተሻለ ነው፡፡
 ጀምሮ ተማሪዎች ይህንን አማራጭ ቢከተሉ ፊደሎቹን ለይቶ ለማወቅ የሚወስድባቸው ጊዜ ያጥር ወይም ይረዝም እንደሆነም በመለካት ማጥናት ይቻላል፡፡
 በአጠቃላይ ይህ ለመነሻና ለተ ጨማሪ ውይይት የተረበ የግል አስተ ያየትና በአንድ ቤተሰብ ውስጥ ፊደልን ለማስተማር ከተደረገ መከራ የመነጨ መሆኑን እንዳብያን ተረድተው አስተ ያየታቸውን ለመጸሐፍ አዘጋጆች ቢልኩ ወይም በማንኛቸውም የመገናኛ ብዙኃን የጎተመተ ውጤቶች ላይ ገንቢ ሃሳባቸውን ቢያንጸባርቁ ፊደሎቻችንን በማጥናትና በማስጠናት ሂደት ላይ አወንታዊ ሚና መጫወት እንደሚችሉ አምናለሁ፡፡

ይህ ከላይ የሠፈረው ግጥም ጀምሮ ተ ማሪዎችን ለማበረታታትና ሀ ሀ መሠረታዊና መነሻ መሆኑን ለማመልከት መሆኑ ግልፅ ነው፡፡
 የአማርኛ ፊደል ገበታ ሞክሮ ፊደላትን ጨምሮ ከ«ሀ - ፐ» ያለው 33 መሠረታዊ ፊደላት ሲኖሩት በተለመደው የፊደል ገበታ የማስተማር ዘዴ ወይም ለማስተማሪያነት የሚዘጋጁት ገበታዎች አቀማመጣቸው «ሀ ሀ ሂ - - - ሆ» ነው፡፡ ይህንን ያጠናቀቁ ጀምሮ ተማሪዎች በቀጣይነት የሚያገኙት «አቡጊዳዊው» የሚለውን ጥንታዊ የፊደል ገበታ ነው፡፡ በዚህ የፊደል ገበታ ያለኝን የግል አስተያየት ከማስተማሪያ ቤት በመጀመሪያ ላይ ለማስተማር ይቀል እንደሆነ ለንደሚከተለው ማዘጋጀት ቢቻል ብዬ አሰላለክ፡፡ ከ1967 አካባቢ እስከ 1972/3 በተጓዘው የዕ ድገት በጎብረት የዕውቀትና የሥራ ዘመቻና እስከ መሠረተ ትምህርት ኘርጅክት አገልግሎት ላይ ይውል የነበረው የፊደል አደራደር ለማስተማር እንዲቀል ታሰቦ ሲሆን ይችላል፡፡ በ«ሰ» «ሸ» እያለ በቀዳሚው ፊደል ላይ ትንሽ የቅርፅ ለውጥ በማድረግ ቀጣዩን የፊደል ዘር ማስተማርና በሂደትም ወደ ቃላት ምሥረታና ምንባብ ይጓዝ ነበር፡፡ ከእነዚህ 33 የፊደል ዘሮች በጣም ጥቂት ተቀራራቢ የሆኑትን ማለጥወጥ ቢቻል ለማስተማር ይቀል እንደሆነ ባለሙያዎች

ሌሎችንም ለመማር ከቢህ አመቺና የተ ሻለ አማራጭ ካለ ያንንም ማየት ጥሩ ነው፡፡ ይህን ለማለት ያነሳሳኝ ልጅን ፊደል ለማስጠናት በሚደረግ መከራ የፊደል ዘሮችን ለመለየትና ያላቸውን ልዩነትና ዝምድና ለማሳየት በመሰለኝ መንገድ የተጠቀምኩበትና ያገዝኝም ስለሆነ ነው፡፡
 ወደ «አቡጊዳ» ስንገባም የመጀመሪያውን «ሀ ሀ - - - » በማገባ ለለዩ ጀምሮ ተማሪ እንደ መከራ ፈተናም ሊያገለግል ይችላል፡፡ ጀምሮ ተማሪዎች ድምፅን ብቻ መሠረት አድርገው «ሀ ሀ»ን ከላይ እስከ ታች ሲወርዱና ትንሽ ዘወር ያለ ቃል ወይም አግራ ወደ ቀኝ ሳይሆን ከቀኝ ወደ ግራ እንዲያነቡ ሲጠየቁ መደናገር ይታይባቸዋል፡፡ ስለሆነም «አቡጊዳ» እንደ መከራ ፈተናም ሊያገለግል ይችላል፡፡ ይሁን እንጂ በተለምዶ ከ «ሀ ሀ» በተጥታ ወደ «አቡጊዳ» የሚገባ ሲሆን የ«አቡጊዳ» ፊደል ገበታንም ማቅለል ወይም በሁለቱ የፊደል ገበታዎች መሀከል ሌላ ቢጨመር አጠቃላይ ሂደቱን ያቀለው ይሆን ብዬ አስባለሁ፡፡ ለምሳሌ አሁን በሥራ ላይ

ምናልባት ይህ አደራደር ፊደሎቹ ሳይርቁ የተዘበራረቁ ስለሆነ በቀላሉ ለማስታወስና «ሀ ሀ» ስፕ «አቡጊዳ»ን ጉን ለጉን ለማስጠናትም ይቻል እንደሆነ ባለሙያ ምቹ ሃሳብ ቢሰጡበት የተሻለ ነው፡፡
 ጀምሮ ተማሪዎች ይህንን አማራጭ ቢከተሉ ፊደሎቹን ለይቶ ለማወቅ የሚወስድባቸው ጊዜ ያጥር ወይም ይረዝም እንደሆነም በመለካት ማጥናት ይቻላል፡፡
 በአጠቃላይ ይህ ለመነሻና ለተ ጨማሪ ውይይት የተረበ የግል አስተ ያየትና በአንድ ቤተሰብ ውስጥ ፊደልን ለማስተማር ከተደረገ መከራ የመነጨ መሆኑን እንዳብያን ተረድተው አስተ ያየታቸውን ለመጸሐፍ አዘጋጆች ቢልኩ ወይም በማንኛቸውም የመገናኛ ብዙኃን የጎተመተ ውጤቶች ላይ ገንቢ ሃሳባቸውን ቢያንጸባርቁ ፊደሎቻችንን በማጥናትና በማስጠናት ሂደት ላይ አወንታዊ ሚና መጫወት እንደሚችሉ አምናለሁ፡፡



ክፍል 23 የቀጠለ

መሆኑን መንግሥትም ይረዳል። ማንኛውም ወገንም ይገነዘበልል:: እናም በትምህርት ዘርፍ ያሰጠውን ፍላጎት ለማሟላት የግሎት ተሳትፎ በእጅግ ያስፈልጋል:: ይህ በዚህ አንደኛው በገብ አንደኛና ሁለተኛ ደረጃ ትምህርት ቤቶች እንደሚኖረው የገብ ዘርፍ ትምህርት ተቋማት በጥራት ረገድ ከመንግሥት ተሽሰው ይገኛል። የሚሰጡት ልቦናው “ፍላጎት” ነበረች:: በዚህ ረገድ በመንግሥትና በገብ ክፍተኛ የትምህርት ተቋማት የጥራት ደረጃ ላይ ልዩነታቸውን በሚያወካ የተካሄደ ጥናት ባላይም በበኩሉ ከጥያቄ የሰፊ አስተያየት የሰጠው:: ዞር ዞር ግን ጥያቄ የገብ ትቀምጥ ይጠቅማሉ አይደለምም የሚለው ላይሆን (የጠቃሚነታቸው ጉዳይ ጥያቄ ውስጥ የሚያገባ መሆኑ በታሰቢነት ተይዞ) ነገር ግና የመንግሥት ካላትው አደረጃጀት: እንደዚህም የሰው ኃይልና የገንዘብ አጠቃቀም (resource management and utilization): የአመራር ነፃነትና ከመሰጠት አኳያ በሰፊው ከሚመራው የመንግሥት ክፍተኛ የትምህርት ተቋማት በተለይ የተደረገው በመሆናቸው የገብ ተቋማት ተሽሰው የመገኘት ኃላፊነት አስበት:: ይህ ለሚሰጡት አገልግሎት አስተማማኝነት ብቻ ሳይሆን ስራላቸውም ንጋውና ጠቃሚ ይመስላል::

ዘ ቲቸር: በእሁኑ ወቅት የትምህርት ጥራት አድጎል እንደመጣ አንዳንድ ሰዎች ይናገራሉ:: በዚህ ረገድ የሚሰጡ ነገር ካለ ቤትሰውያን? ትግራ አውነት ስለመሆን አስመሆኑና እውነት ከሆነ ደግሞ መንገዱ ውጥሩ የመሬት ላይ ለግሥት የጥምር ዘጠቀሙ?

አት ማሞ: በእሁኑ ወቅት የትምህርት ጥራት ችግር ስለመኖር አስመናረ የኔ ምላሽ በቀ ማረጋገጫ አይሆንም:: ጥያቄውን ስመገፋት አይደለም:: ከት/ሚኒስትር ጋር አሁን ባሰኝ የሥራ ቅርብ እንደምረጫው የትምህርት ጥራት ዋናው ችግር የሃገሪቱ የትምህርት ችግር መሆኑን በመቀበል **General Education Quality Improvement Program (GEQIP)** የሚል ፓኪጅ ተዘጋጅቶ ትገበሬው መጀመሪያ በሚደቃ የምትሰጡት መሰረታዊ: እና እውነት ነው አይደለም የሚለውን ከበለጠ በላይ የኔ አስተያየት የሚመረጠው የሰው:: ይህ ችግር በሰማትና በገብታዊነት ቢቻ ተመርኩዞ ላይሆን ትምህርት ሚኒስትር በየአገሪቱ ዓመቱ አገር አቀፍ የተማሪዎች የትምህርት አቀጣጠል ምዘና **(National Learning Assessment)** ስለሚካሄደው በዚህ መሠረት ባስፋት አሥር ዓመታት ውስጥ ሰዎች ጊዜ ያህል ባካሄደው ግምገማ ክምርመራ ይሁኑ በሁለተኛ ወ ዙር የትምህርት ጥራት ከመሻሻል ይሁኑ በመጠኑ ቀንሶ እንደታዩ: በምስተኛው ዙርም ከሁለተኛው ቀንሶ እንደታዩ ተረጋግጧል:: ይህ ምሥጢር ላይሆን በገብ ወይም ተደርገው በመገኘታቸው ካላይ የጠቀሱት **“GEQIP”** እንዲቀረጡ ተደርጓል::

መንግሥትና ሙከራውን በተመለከተም ዚህን የዚህን መሰረታዊ መጠይቅ (interview) ሰማድ ስለሆነ አገላለጽ እንጂ እንደዚህ በአጥራ የሚመለስ አይደለም:: በበኩሉ ግን ካላይ በጠቀሱት ፓኪጅ እንደተወሰደው እንም እንደሚመጡ የመምህራን ቁጥርን ገንጾነት: የት/ቤተ (ከመሣሪያ ክፍሎች ጀምሮ) አሳዛኝነት: የትምህርት ቤቶች አመራር ብቃት ማግኘት: እንዲሁም ሁላችንም (የትምህርት ቤት በለም) ምቹና ኃላፊዎች: ሙከራዎች (ተማሪዎች) ስለትምህርት ካሳን የተለያዩ ግንባቢ ጋር በተያያዙበትም በመኖር የሚኖሩ መሆኑ አርገጥ ነው:: ስመገኘታቸውም እንዳልሉ **“GEQIP”** ተበጋጅቷል:: ተመሳሳይ ፓኪጅ ለከፍተኛ ትምህርት ዘርፍም እንዳለ አረዳለሁ:: ሁለጊዜም ትግራ አተገበራ ላይ ነው:: እስተከለክ ጠቀሚነቱን ተረድቶ ደርገውን ይወጣ ይሆን? ዚረሰገሰ አቅሙ ይኖረው ይሆን? መምህራን በአርገጥ በጋራ ተነሳሳተው የበኩላት ዋጋ ጥረት በተለየ መልኩ ይደርገደደገደደ ይሆን? በየደረጃው ከትምህርት ለክተር ሙጢ ያሰው አመራር

ሚና አጋዥ ይሆን ወይንስ አይኖራ? እያልን ጥያቄ መደርደር እንችላለን:: ስለሆነም እንደገና ስላይ ስላይ የሚታሰቡ ቅንጅታዊ አወራር ከተፈጠረ ሰው ማማጣት አይቻልም ብዬ አላምንም:: አገራችን ያላት እምቅ ሀብት የለው ይል ነው:: ይህ የሰው ኃይል ሀብት የሚሆነው ብሁ በመሆኑ ላይሆን ያሰውን የመሥራት አቅም ወደ ሥራ ሊሰውጠው ብቻ ነው:: በተለይ በትምህርት ዓለም የሰው ኃይል የበለጠ ጉልፍ ሚና አሰው:: በትምህርት ሥርዓት ውስጥ ቀልፍ የለው ኃይል የምንለው መምህራን እና ተማሪዎችን ነው:: በመሠረተ የመማር ማሳተጫ ሂደት ማለት በተማሪና በመምህራን መካከል ያለ መስተጋብራዊ ግንኙነት (**Social and Instructional Relationship**) ላይ የተመሠረተ ነው:: እናም **GEQIP** በመምህራን ጉዳይ ላይ ማተኮረ ተገዜ የመሬት ልው አካል ነው ብዬ አምናለሁ:: ከዚህ ውጭ በትምህርት ሥራ የተማሪው ሁሉ ከተማሪ ምቹ እና አይመጡ ፍርሃት የሚወገደበትን ዘልሃት ካልሰገሰገሰ ጠንኛ የመማር ማሳተጫ ሂደት ይኖራል ለማለት ያዳጊዎች በእና የትምህርት ሥርዓት ውስጥ (በህል ልበሰው ለማድ አላውቅም) ዳይሬክተሪ መምህራን እንዲረሩ ይፈልጋል። ያላላምም «ከረረኝ ያከብራኝ» ከሚል ግምት ይመስላል::

መምህራን ትምህርታቸው እንዲረራቸው ይፈልጋል። ያለበለጠ **«አንክበርም»** ብለው ይገባሉ:: የክፍል አስቃ (ሞኒተር) አንኳን በቅጡ ሊመረጥ በተማሪዎች ዘንድ የሚፈረ ተፈልጎ ነው እንግዲህ ፍራት በትምህርት ሥርዓታችን ውስጥ ቀልፍ ቦታ ይዞ እናየዋለን እውነትን ብናይ ግን ፍርሃት በገለበት ከበዚያው ሁኔታ አንኳን ለመማርና መገባበት ቀርቶ ጠንኛ ለማለት ይኖራል ትብብ አይገመትም:: ፍርሃት በወላጆች እና በሰዎች መካከል፣ በትዳር ዓደኞች መካከል፣ በአስቃ ምንጭ መካከል ተቀቆ በስታ እና ጠላት ነው:: ስለዚህ ፍርሃትን የሚስጠው ስህገህ የትምህርት ጥራት ማሳሻያ ይመስላል:: ይህ አንድ ምንነት ሊያስቅጥር ይችላል:: ስለኔ ግን ቀልፍ ችግር ነው::

እናንሳ ካልን የኔ ሊላው ፍርሃት ግን በዙው ነገር አሁን ባለው ፍላጎት ላይ ብቻ ተመርኩዞን አይሠራን ስለሚሆን በየጊዜው አይጠጠር ረ የሚሄደውን የሕዝብ ብዛት በአንድዚህ ያለ ማህበራዊ አገልግሎት ላይ የሚኖረው ተሰፊና ላይታዩን ይችላል የሚል ነው::

ዘ ቲቸር: መንግሥታዊ ካልባት ድርጅቶች የተወሰኑት በትምህርት ዙሪያ አይሠሩ እንደሆኑ ይታወቃል:: እርሶም በኃላፊነት የሚያገለግሉት **IFESH/Ethiopia**ም ከዚህ ድርጅት አንዱ ነው:: የምትሰጡት ትምህርት ነክ አገልግሎት ምን ምን ናት? በእኮናሚ ዘቅተኛ የሆነውን የሙሳ በረሰብ ክፍል የሚያካትት ፕሮግራሞችን ትተ ገብራላችሁ ወይ?

አት ማሞ: እኔ አሁን የምሠራበት ድርጅት በአጥራ **“IFESH/Ethiopia”** የሚባል ዋና መሥሪያ ቤቱ አሚሪካን አገር የሆነ መንግሥታዊ ያልሆነ ድርጅት (መያዶ-NGO) ሊሆን ዋና ትኩረቱም በትምህርት ዘርፍ ነው:: ይህ ድርጅት በአብዛኛው በመምህራን ሥልጠና: በትምህርት ሊክተር አቅም ገንቦታ: በአንገሊዞች ቋንቋ ማሻሻያ: በጾታ እኩልነት: በኢድሳ መከላከል: በመዳሕፍት አቅርቦትና በመሳሰሉት የሚሳተፍ ነው:: ሳለፋት 13 ዓመታትም በዚህ ዙሪያ ሲንቀሳቀስ ቅድሚያ:: እነዚህን ተገብራት የሚያከናውነው በራሱ ላይሆን በትምህርት ሚኒስትር የሚሰጡ ስትራቴጂዎችን መሠረት በሚደረገው ሰገቦራዊነት የሚያገዙ የአሚሪካን በገ ርቃደኛ ባለሙያዎችን በማሰማራት ነው:: በመርኅ ደረጃ የኛገርገራም ባለቤት አገር ሁሉ ዘቅተኛውን የህብረተሰብ ክፍል ማገዝ ትልቅ ሀታ የሚሰጠው ነው:: በአተገባብ ግን በቀጥታ ከሕብረተሰብ ጋር የመገናኘት ሥልቶ ምቹ ሰላማዊ ሰነድ ወገን ይደርሳል ብለን ይመንበት በትምህርት ሥራ አተኩረን እንገባቀሳለን::

ዘ ቲቸር: ቅድስት ማርያም የሚሰጠኩ ኮሌጅ በእሁኑ ወቅት 10ኛ ዓመት የምሥረታ በዓሉን በማክበር ላይ እንደሚገኝ ያለ መጠይቁን ከመጀመሪያ ስራ ጋር በተገናኘው የመፍቻ ጊዜ ተጨማሪ ተናገረ:: በዚህ አጋጣሚ የአንኳን አደረሳችሁ መሰረተ ማሳተፍኩ ክፍለች?

አት ማሞ: ቅድስት ማርያም የሚሰጠኩ ኮሌጅ ለ10ኛ ዓመት የምሥረታ በዓል አክባቢ እንኳን አደረሳችሁ ብቻ ሳይሆን ከፍተኛ ደስታ የተሰማኝ መሆኑን በዚህ አጋጣሚ መገሰል አፈልጋለሁ:: አሥር ዓመት በትምህርት ሥራ ረጅም ጊዜ በይዘብም በኛ ሀገር ካሰው ሰዎች አኳያ ትልቅ ሰናት መኖሪያ ያመለክታል:: እንም ከየዚህ መሰረተ ኮሌጁ ጋር በትምህርት ሚኒስትር በነበርኩበት አሁንም ሰላማዊ ሥራ ትብብር በቅርቡ የማውቀው ስለሆነ በዓሉን ብቻ ሳይሆን ሥራውንም አክብራለሁ:: ቀደም ሲል አንደኛው ጥያቄ ላይ እንደሰጠኩት እንደሰነዙ ሁሉ ሰውደራቱም ስለሰጠ ጥራት ተግባራት ብቻው የበለጠ እውቅታዎቻቸው::

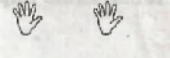
ዘ ቲቸር: በመጨረሻም በትምህርት ሁሪያ 'ይህ ቀ' የሚሉት ነገር ካለ? የትምህርት ሥራ ሰፊና ፍጻሜ መሣርድ የሰው ሰለሆነ ምን ጥቅት ነገር ይረገግ? ከማለት በሰፊ የሚቀረጡን ሁሉ መዘርከር የሚቻል አይመለከትም:: ሆኖም ትንሽ ነገርን መጠቀም አፈልጋለሁ:: በትምህርት ሥራ ላይ መመዘኛ የመጠይቅ አና መከራከር አጋጣሚን ተመርኩዞ ብቻ ሳይሆን ሥራዎ ተብሎ በየጊዜው በሚዘጋጅ መደረገ ሲሆን ይገባል:: ስለዚህም ያሰውን ሚዲያ ሁሉ መጠቀም ያስፈልጋል:: እንዲሁ ያይነትን መደረክ ደግሞ በፈር ቀዳጅነት አንዱ የገብ ትምህርት ተቋም (ቅድስት ማርያም የሚሰጠኩ ኮሌጅ) ዘረግቦት አገር አቀፍ ግንዛቤ ለማዳበር እና የሁሉንም ወገን ትኩረት ለመላክ ይረዳ ይመስላል::

ዘ ቲቸር: ይቅርታ እንዲ ላቀረጥሁና ቅድስት ማርያም የሚሰጠኩ ኮሌጅ በትምህርት ዙሪያ በየምት የሚካሄደው - በመጨረሻ ክረምት ሰለበተኛ ጊዜ ይካሄዳል በሰን እንጠብቃለን - ዓመታዊ ኮንፈረንስ እንዲዘነጋብኝ ይህን ጥብጥ እንዲያስታወሱልኝ ብዬ ነው::

አት ማሞ: በጣም ጥሩ - ያን አውቃለሁ:: እዚህ ላይ ማሳታዎላለሁም ተገዜ ነው:: እኔም ተጋብዞ በኮንፈረንሱ ላይ ተገኝቶ አውቃለሁ:: ያ በፈር ቀዳጅነት እንዳለ ሆኖ ሁሉም በስራትና በየኔ ነው ለሚት የሚሳተፍበት ዓመታዊ ብቻ ሳይሆን በየተወሰኑ ወቅት በመገናኘት ችግርን ላይ በባሉ የሚፈተቡ መንገድ ይመቻቹ ይህም የምላለሁ:: መደተኛሁበት የማጠቃለያ ሃሳብ ልመሰለ:: ከማህበራዊ መንግሥት በግሊሊ: በበጀት: በሰቅደና ለትራተኛ ገገጃት እና ቅንብር፤ በሌላ በኩል ደግሞ በትምህርት ቤት ደረጃ ካሉ መምህራን ጋር በቅርብ ሆኖ የሚሠራ ስለሙያ ማዘጋጀት እና ማለማራት ይጠቅም ይመስላል:: የዚህ ዓይነትን በለሙያ ስምን ምን ብዬ እንደምሰይመው ገራ ይገባኛል። የትምህርት ካደረ ብለው ስራ ሁሉ ካደረ የሚሰውን ያል ሊሰማ.....? ምናልባት የትምህርት አማካሪ ብለው ይሻሰሻ ይሆን? በገጠር በነበርኩ ጊዜ እህል በክብቶች ሊሠቃ ከመሃል ሆኖ ዙረን የሚሞላው ማተና በራ ስውቁያው መላክት ቀልፍ እንደነበር አማካሪ ውም እንዲያ ሲሆን? ዞር ዞር የኔ ተምሳሌት አዘው ገጠር ይገባል (ሰላው አገጠር የሚመነጭ ማቅ - ሀ! ሀ! ሀ!)

ዘ ቲቸር: ወደ ጊዜዎንና መልካም ፈቃድን ስለሰጡኝ በመጽሐፍ ገገጃቱ ስም ከሰጠ አመሰግናለሁ::

አት ማሞ: እኔም አመሰግናለሁ::



ESDP III and Some Qualms

continued from page 2

Table 3: Plans Vs Achievements in S – Textbook Ratio

Proportion of Qualified Teachers

The other area where the quality strain is strongly felt is in the availability of qualified teachers at the various levels of the education system. In terms of the number of qualified teachers available, the trend appears to be the same with the possible exception of the first cycle of primary education which has shown significant improvements over the years.

Quality Indicator	Base year 2004/05	Target set for 2006/07	Status of 2006/07
Primary School Students / Text-book Ratio	2:1	1:1	1.5:1
Secondary School Student / Text-book Ratio	1:1	1:1	1:1

Table 2: Plans Vs Achievements in the No. of Qualified Teachers

Quality Indicator	Base year 2004/05	Target set for 2006/07	Status of 2006/07
Share of primary 1-4 teachers qualified	97.1%	99.2%	96.3%
Share of primary 5-8 teachers qualified	55.0%	69.0%	53.4%
Share of secondary 9-12 teachers qualified	41.0%	61.0%	49.8%

Source MoE: 2008

The 1999/2000 baseline assessment made on grades four and eight student achievement has also shown the positive influence of available textbooks on student achievement (World Bank 2005).

Assessment of Learning Achievement

The National Learning Assessment (NLA) is considered as a measurement of the quality of education and identifies factors that contribute to the outcome (MoE 2005). So far two NLAs have been conducted at a national level. These were done in 1999/2000 and 2003/04 on grades four and eight. The tests were designed to assess grade four students' achievement in reading (in the language of instruction), English, Mathematics, and Environmental Science; and grade eight students' achievement in English, Mathematics, Chemistry and Biology. The assessment of learning achievement has shown results much below than what has been set as a goal. This indicates that a large number of students are not achieving the curriculum objectives (World Bank 2005).

Source MoE: 2008

Although what's being achieved at the first cycle of primary schooling is encouraging, it is yet to be put to the test with the recent decision of the government to raise the level of teacher qualification to a diploma level. According to a recent study made, this would mean that for the largest regions such as Amhara, Oromia, SNNPR and Tigray between 98 and 100 percent of all the first cycle teachers require upgrading to diploma (STURE 2008:36). This is on top of our needs for qualified teachers at the second cycle of primary, and secondary schools where a lot remains to be done.

Table 4: Plans Vs Achievements in Assessment

The problem could get worse if the issue of qualified teachers is again looked at in terms of the number of teachers who are unqualified in the subjects they are teaching, irrespective of their qualification status. In this regard all regions have problems with the exception of Addis Ababa (*Ibid*).

Quality Indicator	Base year 2004/05	Target set for 2006/07	Status of 2006/07
Grade four sample assessment of learning achievement	48.5%	50%	39.8%
Grade eight sample assessment of learning achievement	40%	50%	35.6%

Textbook Availability

A lot seems to have been achieved in terms of the availability of textbooks in schools. Among what are considered to be key quality indicators identified in ESDP III, this aspect looks the only area where some gains have already been made as compared to the earlier years. The pupil/textbook ratio at primary has now gone down to 1.5:1 from the previous ratio of 2:1. Back in 1996/97 the figure for secondary level was 5:1 indicating a remarkable improvement at the level.

Source: MoE 2008

The serious concern with regard to the achievement shown above is that we have not been able to maintain the status of the base year (i.e. 2004/05) let alone meet the target set for 2006/07. The major reasons for this have been identified as 'low teachers' perception of students' learning and instructional quality, inappropriate use of instructional materials by teachers, students' background and shortage of teachers' guide and syllabus, (MOE 2005:15).

continued on page 35

ጥንቆላና መዘዙ

ዳሰሳ

አንዳልካቸው ይሁን

ውድ አንገበያን ሰላምና ጤና ሁለታቸው ይሆኑ ዘንድ አመኛለሁ። በጥንቆላ ዙሪያ በተለይ ካለፉት ጥቂት ወራት ወዲህ ብዙ አየተባለ ይገኛል። “እያንዳለሰ” የሚለው የዛር ድብ ከነመገኛና መድረሻ ታሪክ በኢሌክትሮኒክስ የሀገራችን መገናኛ ብዙኃን ከተለቀቀ ወዲህ ጥንቆላ የሕዝቡ የዕለት ክሶት መንግሪያ እድንዳ የሆነ ይመስላል። “እኔን ያየህ ተጠግ” ይባላልና ይህ የጥንቆላ ስንክሳር ወደ ሕዝብ ደሮ መድረሱ በሰጠው የሚደገፍ ነው በየቀኑ የሚሳሳተና ጤናና ህብት ንብረታቸውን የሚያጡ ወገኖቻችንን በመጠኑም ቢሆን ይታደጋልና።

የእያንዳንዱ ሰው የሕይወት ታሪክ ቢታይ እድገት በርካታና ለመረዳት አስከፊ የሚያገባ ድረስ የተወሰደ ገጠመኞች እንደሚገኙበት የታመነ ነው። ስዚህም ነው የቀደመው ሰዓሊ ለሳባቡን ካውቅላት እያንዳንዱ ሰው በራሱ ቢያገዝ አንዳንድ መጽሐፍ እንደሚወጣው የሚያውቀው። የታደሉ ስዎች በሕይወታቸው የደረሰውን አሁንም ሆነ አወንታዊ ታሪክ ለቀሪው ትውልድ ተምህርተ ይሆን ዘንድ በጽሑፍ አገረው ያልፋሉ። አንዳንዶች ደግሞ ይህ ፍላጎት በፍራቸውም በዕውቀት ማነስ ወይም በማፈር ወይም በሌሎች ምክንያቶች የተነሳ ትውልዶችን ለቀርጾ የሚቻል ገጠመኛ ቸውን ሳያስተላልፉ ይዘውት ይቀበራሉ።

ጥንቆላ ምንድን ነው? ብለን ስንጠይቅ በቅርቡ የምናገኘው መልስ ብዙ-ዎቻችን እንደምንረዳው ስዎች ህብት ለማግኘት ወይም የጉደለ ስነ-ታሪክ ለማግኘት ወይም ሥልጣን ለመያዝም ሆነ አንድ የተቆጣጠሩትን ሥልጣን ዝንታለውን ይዞ ለመቆየት ወይም በጥቅሉ የሚፈልጉትን ነገር በአጭራጭ መንገድ ለማግኘት በመሻት በግል ምትሃታዊ ጥበብም ይሁን በረዳት መናገስት አማካይነት ምቹታቸውን አውን እንደሚያደርጉላቸው ወደሚያምኑባቸው ሰዎች በመሄድ ደጅ የሚጠነብት የአገልግሎት ክፍያም በዓይነት ወይ በገንዘብ ገቢ የሚያደርጉበት ባህላዊ ልማድ ነው። ይህ ከጥንት ይምር ሲወርድ ሲወራረድ የመጣ የመጠንቆልና የማስጠንቆል ልማድ በድንበርና በክልል፣ በዘርፍ በተለምዶ በየታና በዕድሜ፣ በሥልጣን ደረጃና በሃይማኖት ወኪት የሚገደብና ከትውልድ ወደ ትውልድ የሚተላለፍ ማንበራዊ ነቀርሳ መሆኑን ብዙ-ዎች ያምናሉ። አዉነት ለመሆኑም ከኛ በላይ ምሥክር ላሳር ነው።

ጥንቆላ ሳይንሳዊ ድጋፍ የሌለውና በሥነ ልቦና የተምህርት ዘርፍ ግን ከሥነ አዕምሮ ጥናቶች ረድፍ ተካትቶ “Parapsychology” በሚል ጥቅል ስያሜ የተለዩ ተኩረት ተሰጥቶ እንደሚጠና የምናው ጠቢባን በድርሳናቸው ይጠቀማሉ። ሳይንሳዊ ተቀባይነት አንዳይኖረው የሆነበትም ምክንያት በጥንቆላ ዙሪያ ይፈጸማሉ ወይም ይከናወናሉ ተብለው በማንበረሰቡ ዘንድ የሚጠቀሱት “ተገምራት” በሳይንስ ሚዛን ላይ ሲቀመጡ የማይቻሉ በመሆናቸው እንደሆነ ይነበራል።

ወደሀገራችን የጥንቆላ ዓይነቶችና መዘዳቸው ከመግባታችን በፊት በሌሎች ሀገራትም በተለይም አንገሊዝኛ በሚነገርባቸው አካባቢዎች መተተ ወይም ጥንቆላ ትልቅ ሥፍራ የሚሰጠው መሆኑን ለመረዳት ስዚህ ማንበራዊ ጠንቅ የተሰጡ ስያሜዎችን በመጠኑ እንመልከት። እነዚህ ስያሜዎች በተጠቃም ይሁን በተዘዋዋሪ በጥንቆላ ጋር የተያያዙ ናቸው።

“witchcraft, sorcery, magic, wizardry, conjuring, talisman, spell, astrology, horoscope, abracadabra, - - -”

እነዚህና ሌሎችም በጥንቆላና መተተ ዙሪያ የሚነገሩ ቃላትና ጽንሰ ሃሳቦች የሚጠቁሙን ጥንቆላ በአትየጽያ ብቻ ሳይሆን በመላው ዓለም የሚገኝ ምናልባትም የማይቆይ ክለውልጅ ዕድሜ ጋር ብዙም የማይራራች ዛገር ልማድ መሆኑን ነው። ከግለሰብ ደምር አስከፊ መንግሥት መሪዎች ድረስ በተሰይ በተሰምዶ ሦስተኛውና ሁለተኛው ዓለም በሚባሉ አገሮች ውስጥ የጥንቆላ ሥራ ዘግጥሞች ሥር የለደደ መሆኑ በሰፊት ይነገራል።

የጥንቆላ ዓይነቱ ብዙ መሆኑን ብዙ-ዎቻችን እንረዳለን። ከቃላቱ ብንደምር-መተተ፣ ሚርት፣ ደንቃራ፣ ትብታብ፣ ድግምት፣ አንደርብ፣ እሰማት፣ ውሎ-ሥራይ፣ ጥንቆላ፣ አውሊያ፣ ከራማ፣ ቆሌ ባዲገዝ፣ አይ ከርቤ፣ አድባር፣ ሰረንታ፣ አመቼላ፣ አራቻ፣ ኮከብ ቆጠራ፣ ስላቤ፣ ስኒ ምልክት፣ ሞራ ግብ፣ - - - እነዚህን በዋናነት ጨምሮ ሌሎች ብዙ-ዎቻችን አሉ - እንደየአካባቢው ባህልና ወገን።

በመጽሐፍ ቅዱስ ከተመሰከቱት ሰማኒያ ወለሃዱ ቅዱሳት መጻሕፍት አንደኛው መዝሙራዊዎት ነው። መዝሙራ ዳዊት እያንዳንዳቸው ለሥር፣ ለሥር መዝሙሮች ያሉባቸው 15 ገገኞች እሱት - በድምር 150 መዝሙሮች። ከእነዚህ መዝሙሮች ውስጥ ሃምሳው ለጸሎት፣ ሃምሳው ለመድኃኒትና ሃምሳው ለድግምት አገልግሎት እንደሚውሉ ብዙ-ዎች ደባተር ያምናሉ። የአርቶዶክስ ቤተ ክርስቲያን ትደግፋቸው ትቃወማቸው አላውቅም እንጂ በዘውት ጸሎት ስም ስምዕ መናን የሚሰራጩ የድግምት መጻሕፍት መኖራቸውን አውቃለሁ። እነዚህ ለሰንት ጊዜ መደገም እንዳላባቸው፣ መቼ መደገም እንዳላባቸው፣ ለምን ዓይነት ችግር መደገም እንዳላባቸው - - ግልጽ መመሪያ ወይቶታቸው የሚበተኑ አሽንክታቸውና ጠልባኞች (talisman) በምሥጢር ከሊና በኪስ ሰርሳ ለመያዝ በሚያመች በጣም አስተኛ መጠን ታትመው በየአገራዊ ቤተ ክርስቲያን ዕውደ ምሕረቶችና ማርገጫዎች አካባቢ እንደሚሸጡም በግልጽ ይታወቃል። የሞሃንም ጠንቋይ ቤት ከመሄድ ይልቅ እነዚህን ለመጥፋት ሁለት ስም ስም ስም - ለመጥፋት ሥራይ፣ ለ“ግርማ ሞገስ ወመግራሪ ፀር” እና ለመሳሰሉት ጉዳዮች የተሰናዱ መጻሕፍቱን በመገኘት ህብት የሚያፈሩ፣ ግርማ ሞገስ የሚላበሱና ጠላታቸውን በድግምት ደባት የሚመቱ እየመሰላቸው ሚት ሚት ሰባት ጊዜም ይሁን ሦስት ጊዜ (አንደየትዕዛዙ) ደግመው ፊታቸውን በምራቃቸው ጠባል አባብሰው ወደየጉዳያቸው የሚወጡ በርካቶች ናቸው።

አንድ ምሳሌ ልሰጥ፡ “ውትብል በትሎት ቃል አሉንተ ቃላት ወደያተላካሳ፣ ሌክ፣ ቦሌ፣ አገክ፣ ካዚን፣ አርያኪን፣ ኤርናኪ፣ ኪ ምክዶን፣ ጊጉ፣ ጊሉ፣ አስሌሌት፣ አሰሉ አስከማ አሊት፣ አላሰሙ፣ አት፣ ሬው፣ ያስተከረከ፣ ፒስኪር፣ ጋርጉ፣ አሊት፣ ከሊት - - - አሉ ክቡራት ወልዑላት ወገታቸው አስማቴሁ ለእግዚአብሔር ዘተረከቡ - - -”

ይህ ድግምት ለጸላኪ-ሠናይት ማሳሪያ ፍቱን ድጋም እንደሆነ የአባቶች በተለይም ረጃም ዕድሜ ጠግበው ያረፉት የተሰፋ ገ/ሥላሴ የጸሎት መጻሕፍት ያስረዳሉ። በነገራችን ላይ በግዕዝ ስም ማለት ያው የአማርኛው ስም ነው። ስለዛ ግን በአማርኛው ስም ስያሜ በግዕዝ አስማት ይሆናል። አሰማት የሚለው ቃል በአማርኛ ያለው የውቅቴ ፍቺ ግን ወደድግምቱ የሚያደላ ይመስለናል።

በቤተ ክህነት አካባቢ ከፍ ሲል የተጠቀሱትን የመሰሉ «ጸሎታዊ» ድጋሞች መኖራቸውን

ለአንዳንዶቻችን አሻራ እንደምታዎቻችን ማስተላለፍታቸው በታላቁነት እንዲያዝልን በመጠየቅ በቤተክርስቲያን ጥላ ሥር ተሰግስጠው ወድቀትና ሚት ላይ በሚሄዱት እግዚአብሔር በቅኔና በወረብ ፈጣሪን የሚያመስግኑ፣ ትን ቀን ደግሞ በማጎሉት ገምቦ የሞቅታ ፈረስ ከነፋ መናፍቀት ጋር ተረፈ፡፡፡ ለሕይወቱ በሕይወቱ ክርስቶስ የከሰደት ጸሎት ታደበው የሚውሉ ዓይነት ለደምባቸው ሊተባብሩ የሚውሉ የውስጥ አርበኞች መኖራቸውን ስናስብ በእግዚአብሔር ትሰማስትና በሰዎች መልክ ዘዘነት መደንቃችን አይቀርም። ከዚህ አንጻር ገህገ ጠብቅ ድግምት ሚስትህን ሌላ ወንድ ዘር እንዳይልሳት እንቀይዳለን። በመስተፋት የወደድካትን ኮረዳ አቤትህ ደጃፍ ድረስ አንከብስን እናመጣለን። የሰጡት ወሲብ ዓይነ ጥላህን ገፍሬ፣ የዘሀር ተገድ እናደርግለን። ነፍርድ ቤት ጉዳይህን በአንተው ረቹነት እናዘጋጃለን። በሽንገ ቦትን ምትሃታችን የከሳሽን ልፋት መና አናስተርጓላለን። በመስተሃልዕ ድግምት የሚተወዳቸውን ሰዎች በከረሬ ጠባ አናመናርጋለን። በአንደርብ የጠላትህን ቤት እናምሰልለን። ከመሬት አምብርት በተፈረ በሚወጣ ሰዕና ተገዳን ድግምት የልጅህን አንጉል ከፍተን የቀለም ሊቀ ሊቃውንት እናደርግለን። ነፍርድ ቤት ጉዳይህን ስውነትህ ላይ ቢያርፍ በልዩ ድግምት ውሃ ሆኖ ኮላል ብሎ እንዲወርድ እናደርግለን። በወዘተ። በማለት ሕዝቡን ከእግዚአብሔር መንግሥት የሚነጥሉና ለመተቱ ሥምረተ ይረዳል (በሚል በቀላሉ የሚገኙን ገቢሮችን (ለምሳሌ የነበር ወተትና የአንካሃ ጋማ ጸጉር...) እስከ ማዘዝ የሚደርሱ አስመሳሮች መኖራቸውን የምናውቅ ጥቂቶች አይደሉም። ለሃይማኖታዊ ዕውቀታቸውን በቃል እግዚአብሔር ስከታቸው ሰማይንና ምድርን የሚያገናኝ ተሰጥሎ እንደተገለጹ የምናምንባቸው አንዳንድ ሊቃውንት ቤተ ክርስቲያን ለምድራዊ ግድይ ሲሉ ከደያብሉሉ ጋር በመመሳጠር እግዚአብሔር የሚወደውን አድግ አስተምረው ሥራ የሚወሩና «ለሁለት ሁለት አገሮች» የሚለውን መሠረታዊ የላይ ትዕዛዝ የሚጥሉ የሁለት አዘር ሰዎች አዳቢ ሰዎችን በዋናነት ይዘን በየጠቅላይ ግብ፣ ብናረላልግ በጠቅላይ አናገኛቸዋለን። ከዚህ አካለ-ሰዎች ይዘን አረ አገርና አረ ሕዝብ የሆነ የጥንቆላና መተተ አስከፊ እስከወዲያም ለመክላት ለራጣራ ያደሩ የሃይማኖት አባቶችና ተቅዋማቱ ዘፍተና ጥረት ሲያደርጉ ይጠበቅባቸዋል። «የቃላት» ለቀላላ፣ የእግዚአብሔርን ለእግዚአብሔር መሳሉን አለመዘንታትም ተገቢ ነው።

ወደየጉራንጉራ ስንገባም ብዙ ጉድ አለ። የስኒ ግድግዳ ላይ የተሰጠል የቡና አተላ የምታዘውት ወይዘሮ 'ታንጉት'ን ጨምሮ በድብወ ሠጧት መንደርተኛው) ሁሉ አንቅልፍ የሚነሳውን ባለዛርና ባለውቃዚ እንዲሁም አለመሳይ (አገር) ጠንቋይ ስናይ በርግጥም ወደፊት መሄድ የሚገባን ሰዎች ምን ያህል የገሊት በብርሃን ፍጥነት እየተሸተጠርን እንደሆነ እንደዘገባለን። ከፍልፍ ከ ከብቆጣሪ፣ መጽሐፍ (ወውይ ነገሥት) ገላጭ፣ ስኒ ተመልካች፣ ሞራ አንገቢ፣ ባለአውሊያና የዝርያ ከራማ ተለማማገኝ፣ ጋንኤል ጉታች፣ የእጅ መላፍ አገዛዚ - - - እነዚህ ሁሉ የጥንቆላ ልዩ ልዩ ዘርፎች ናቸው። እንደ ጠንቋይ ህድራ ሳይገለጹ ገር ሳይወርድበት እንዲሁ በማጭዘርበር - ሌሎች ሲያደርጉ ያየውን በማስመልስ ከጋሻ ጸግሬዎቹ ጋር

በሮግ

የቲቭርት ሳይ ጽሑፎች



ማስታወቂያ ሥራ የቆሙ ሰዎች ናቸው። በመደንገግ ዳግመኛ በግብይት ተግባር ላይ ከፍተኛ ሚና እንዳለው ዘመናዊ የተሰማር ባለሙያዎች ያስረዳሉ።

አንድ ምርት ከሌለው ምርት ያለውን ብልጫ ዘመናዊ ደበልጥ ሐዘባዊ ሰማርገገና በተጠቃሚዎቹ ዘንድ ተፈላጊነቱ እንዲጨምር ተጋልጦ (exposure) መፍጠሪያና ማሳመኛ ሥልጣን ነው።

በሰብሀ እምራቶች ምርቶቻቸውን በየመገናኛ ብዙኃን እንዲተዋወቁላቸው ከፍተኛ መዋዕል ንዋይ ይመድባሉ። ሬዲዮ፣ቴሌቪዥን፣ጋዜጣና ሌሎች የገትመት ውጤቶች ትላልቅ የማስታወቂያ ሠሌዳዎች /bill boards/ መገልገያ ቁሳቁሶች ወይም አልባላት ወዘተ... የማስታወቂያ ሥራዎች ይሰተናገዳቸዋል።

አንዳንድ በዚች አጭር ጽሑፍ በዓለማችን ስለተገለፈው ግዙፍ የማስታወቂያ ኢንዱስትሪ ለመተንተን ሳይሆን ጽሑፍተኞች ማስታወቂያ ሊዳመሩ ይችላሉ ብዬ ስለገመትኩዋቸው የቲቭርት ሳይ ጽሑፎች ለመጠቀም ነው። የሰበሰው ሰው በደረሰበት ሁሉ ለሰሚዮስክብው ዘላቂው ሊያዳርስ ይችላል። በተለይ አንዳንድ ማጻላኖች እሱን አንድም ሰፈር ሳይተራቸው ሁሉንም ሲያስሱ የሚውሉ።

የልብስ መሠረታዊ ግልጋሎት ብርድን ለመከላከልና እርቃንን ለመከላከል ነው። ለሰሆንም ልብስ ሆኖ የተገኘውን ማጥለቅ አያስነውር ይሆናል - ነገር ግን አማራጭ አያጠም ብለን የምንገምተቸው ወገኖቻችን እየገዙም ሊሆን ይችላል ማስታወቂያ ለብሰው የምናያቸው። ለብሰውት ስለሚሄዱት የቲቭርት ሳይ ጽሑፍ መልዕክት ልብ አለማለታቸው እኔን በጣም ይገርመኛል። ለአለባበስ ግድ ማጣት? ሆን ተብሎ የለሥኝን ትኩረት /ቀልህ ለመሰብ? ወዘተ. ከየትኛው ልገፈርኻቸው እንኛል ይሆን? እስከ ዓይኔ ከገዙ የቲቭርት ሳይ ጽሑፎች መካከል ጥቂት ልብል - እንደተ ባህር ማዶ የምትኖር ግለሰብ "I Quit" የሚል ጽሑፍ ያለበት ቲቭርት ለብሳ ስትሄድ ምድረ ፈረንጅ "Congratulations" አያለ ይጨብጣታል። አሁንም በነገሩ ግራ ትጋባና "Thank you" በማለት ፈንታ «ምን ተገኘ?» በሚል መገፈስ ትዋጣለች። ለካስ ይህን ቲቭርት የሚለብሱት ሰብ የሚያስይዙ ነገሮችን መጠቀም

አንድ ጊዜ ደግሞ አዚህ መዲያችን ፒያሳ አካባቢ ሁለት ወጣቶች /ፍቅሪኛዎች የሚመሰሉ/ እጃቸውን አቆላልፈው እያወሩ ይሄዳሉ። ሴቷ የለበሰችው ቲቭርት ሳይ "I am with a stupid" የሚል ጽሑፍ ሰፍርቦታል። ጽሑፉ ሳይ ዐይኑ ያረፈና የተረዳው ሁሉ በአተኩርት ይመለከታቸዋል። እነርሱ ግን ፍቅራቸውን ለው ያደንቀላቸው ሳይመስላቸው ኃይረም ምንም ሳይሰማቸው ዝም ብለው ይሄዳሉ። አያስገርሙም? አንዱ አንድዋን የማይሻል | ቢቃ ሁለቱም አያነበም ብዬ ደምድሜዎሁ። ምን የሚሉት ፍቅር ነው በስድብ ውርድብኝ ወይስ መገሳ መልኩን ሰወጠ?

እኔ የዚህ ቲቭርት ጽሑፍ ገዳይ ብዙ ነው - የቋንቋ ችግር የለለበት እንግሊዝኛ አቀላጥፎ ሲያወራ ዘገርዬ የሰማኩት አንድ ሰው VIP ከላይ ተጽፎ ከሥራ ደግሞ «Very Illegal Person» የሚል ጽሑፍ ያለበት ቲቭርት ለብሰ በአደባባይ ሲገንጠል አጋጥሞኛል። ምን ትሉታላችሁ? የእሥር ቤት ልብሎ ይሆን? እኔ እንጃለት!

አንዲት ወጣት «follow me» የሚል ቲቭርት ለብሳ ትሄዳለች። በእስምርዬ የመጣው ሐሳብ «ተከተሉኝ» ማለት በምን ሂሳብ ነው? ወይስ... አገላለጽ ያለ ደግሞ እንደማይሆን አታውቅ ይሆን? የሚል ነገር። ላላው ደግሞ «I am a gay» የሚል ቲቭርት ለብሳላችኋል። ከኛ አገር ሥነ ምግባርና ህግ አኳያ የሚያስከድ አይደለም። ማገዘብ ከቃተ ጅረ ማስገባብ ይሻላል! ያላውቁ አለቁ ይላል እኔ ይሄው ነው።

ይኸን ጽሑፍ ለመጻፍ መረጃ ሳፈላልግ ማገብራዊ የቋንቋ አጠቃቀም ተአቅቦ የተጣለባቸውና በብሰር የማይደረጉ ታላቅም የሠፈሩባቸው ቲቭርቶች እንዳሉ አስተውያለሁ። እኔ ምኑ ቶጡ "one fart a day keeps your wife away" የሚልም እይቻ ለሁ።

ቶም ነገር ያዘሉ ሃሳቦችም በቲቭርት ላይ እንደሚተላለፉ ከላይ ገልጻለሁ። ለምሳሌ "I am a vegetarian ; keep the right of animals" በሚል ጽሑፍ ሥጋ በል አለመያንንና ለእንስሳት መብት ተቆርቃሪነትን መገለጽ ይቻላል- እይቻ ለሁም። የሚደግፉትን ቡድን የሚወዱትን እካባቢ የሚያደጉትን ሰው... ወዘተ ባቲቭርት መግለፅ የተለመደ ነው። በቅርቡ እዚህ እኛው ግቢ ውስጥ የጽዳት ቀንን አለመልክቶ "ሰናፀዳ እንጃለን" የሚል

በጽጌ ታፈሰ ቅድስት ማርያም ዩኒቨርሲቲ ኮሌጅ

ጽሑፍ ያለበት ቲቭርት ተለብሶ ሳይ ደስ አለኝ። የዩኒቨርሲቲ ኮሌጁ ማገባረሰብ ከአካባቢው ነዋሪ ጋር በመተባበር ባደረገው የጽዳት ዘመቻ ላይ የተላለፈ መልዕክት ነበር። ቲቭርቱ ምን ጊዜም ቢለበስ ጽዳት ለጤና መጠበቅ ያለውን ሚና የሚያስታውስ በመሆኑ አንድ ዘመን አይሸፈ ነው። ከጥቂት ግመታት በፊት ከፍተኛ የትምህርት ተቋማት ጥራት አስመልክቶ ባካሂዱት ሥልጠና የመዝገያ መርሐ ግብር ላይ "I believe in quality" የሚል ቲቭርት ተለብሶ ነበር። ያም መልዕክት ሰዎች ሥራቸውን ከጥራት አኩዋያ እንዲመለከቱት ስለሚቀሰቅስ ይበል የሚያሰኝ ነው።

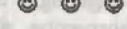
ዘመድ ለመተዘል ቦሉ ዓለም አቀፍ አወገኘላን ማረፊያ ሄደ አንዲት በዕድሜ ጠና ያሉ ሴት በግምት አንድ ዓመት የሚሆነው እምቦቀት ላይ አቅፈው 'I became a grandma' የሚል ጽሑፍ

ያለበት ቲቭርትም ለብሰው አየሁ። ለብረን ለንጠዘቅ ከነበሩ ሰዎች መካከል አንዱ፤ አሜሪካን አገር ያለች ልጃቸው ስትወልድ ሲያርሷት ሄደው ልጁን እዚህ ለማሳዳግ ይዘው እንደመጡ አሜሪካኛል። ከአናተገተ ወደ አያተገተ ደረጃ ከፍ ማለታቸውን በሰጥላሳ ማወቃቸው ነው - ባጻፍ።

በዚች አነስተኛ ጽሑፍ የተለያዩ መልዕክቶችን ስላዘሉ በጣም ጥቂት የቲቭርቶች ላይ ጽሑፎች ለማውሳት መከራ እድርጊት አለሁ። ቲቭርቶቹ ሲዘጋጁ መልዕክቶቹን ማሠራጨት የረለጉ ለባሾችን ፍላጎት መሠረት እድርገው ይመስላል። ታዲያ እምነታዎና አሉታዊ ጽሑፎቹን አንዘቦ በመለየት ቀድሞ የመረዳት ተግባር የማን ነው ትላላችሁ? እኔ የባለቤቱ ሊሆን ይገባል ባይ ነኝ።

ምን መልዕክት እንዳላቸው አንድታጤኩዋቸው ጥቂት የቲቭርት ላይ መልዕክቶችን በማቅረብ ልለናበት።

- I like to fart on the first Date
- Two rights do not make a wrong; they make an airplane.
- Quoting one is plagiarism; quoting many is research
- My boyfriend is out of town.
- Please do not feed the models.
- Stop shark fanning.
- I have no dream.
- I am roasted; Kiss me.
- What is your problem?
- If it SUCKS or BLOWS we've got the parts.
- Overweight kids are not easy to kidnap.



ምን ታዘባችሁ? የኔን እንካችሁ!

ከሰላማዊት አድማሱ ቅድስት ማርያም ዩኒቨርሲቲ ኮሌጅ

እንደ ማህበራዊ ድርጅቶች ምርቶቻቸውን በተለያዩ የመገናኛ ብዙሃን ማስታወቃቸው የተለመደ ነው። ዛሬ ዛሬ የምርታቸውን ወይም የአገልግሎታቸውን ሥርዓት ለማስፋት ይመስላል። በተለያዩ የህዝብ ማመላለሻ መኪኖች ላይና የወሰን ክፍል ላይ ተጠቅሞ ማስታወቂያዎችን ማየት ከጀመርን ሰነበትን። ማስታወቂያዎችን እንደ መንገድ ለመገኘት ወሰድኩ እንደ በዛሬው ጽሑፊ ላይ ልዩ ልዩ የፈለግሁት በተለያዩ የህዝብ ማመላለሻ መኪኖች ላይ በተለይም ታክሲዎች፣ ሱንጥኖችና ሃይገር ባሶች ውስጥ የተለያዩ አይነት መንፈሳዊነት ያላቸውን ጥቅሶች በመስታዎቻቸው ላይ በስቲክር መልክ መለጠፋቸው እንዳለ ሆኖ በሌላ መልኩ እንደ የአድናቆታቸው የአውሮፓ ክለሶች ማንኛውንም ሊሸርጉል የመሳሰሉትን ከነዚህ ተሽከርካሪዎች ላይ የሚታዩትን ጨምሮ የሚስተዋሉትን ፈገግታንና ግርምትን የሚያጭሩ ሌሎች የመኪና ላይ ጥቅሶችንና አባባሎችን ለማውሳት ነው።

ከቅርብ በኋላ ብዙውን ጊዜ ታክሲዎች ከሀሐዩ መክረር ጋር ተያይዞ ዕረፍትን ይመርጣሉ። እንዳንዶችም በየታክሲዎቹ በጋራ በመላባሰብ ጫት እንደሚቅሙ እርግጥ ነው። የጫት ቅጠል በአፋቸው ጉስረው የሚያሽከረክሩም አለ። ታዲያ እንዳንድ ባለታክሲዎች ለንቱን ለሥራ ተጠቀሙበት ለማለት ይመስላል "ቅም ከማዘን በልቶ መመዘን" የሚል ፈገግታን የሚያጭር ቁምነገር ያስነብሳሉ። ሌላው የሥራ ጊዜዬ አብቅትዋል ብትል ልትሰማ ያልቻለች እንዲት ቆርቋሳ ላይ ከላይዋ ላይ የፍራፍሬ ውጤቶችን ከወደ አትክልት ተራ ጭና ስትመጣ ዳገት ላይ ከኢሊ ባልተናነሰ ፍጥነት ስትንቀረፈፍ ቆይታ ይባስ ብላ ቀጥ አለች። በዚህ መሃል ነበር ከመኪናዎ በስተጀርባ ወደተጻፈው ጽሑፍ ያተኮርኩት። "አልቆምም!" የሚል ጽሑፍ ለጥፋ እየተገፋች ስትሄድ አስተውያለሁ። የሥራ ፍቅር? ወይስ ጋራዥ ማጣት?... እናንተው መልሱት። በሌላው ቀን ከመርካቶ ወደ ካራ ስንዝ

ያነበብኩትን ደግሞ ላካፍላችሁ። በተለምዶው አባባል "እንፋጠጥ" ቢባልም በአብዛኛው 'ውይይት' በመባል ይታወቃል። ብዙውን ጊዜ በመርካቶ አካባቢ ይስተዋላል። ፖርቶ መጋለያው ላይ ከመኪናው የመጫን አቅም በላይ ጉመንና የከባ ቅጠል ተጭኖ አገድም በግራ በሁለት ጉማ የሚሄድ የሚመስለው ውይይት መኪና በጉን መስታወቱ ላይ "ካንቺ አይበልጥም" በማለት ያባተመው ጽሑፍ 'ሌላም ካለ...!' ይመስላል። ይህም ፈገግታን አጭሮብኝ አልፏል። ሌላው በተለምዶ ቅጥቅጥ ተብለው ከሚጠሩት የህዝብ ማመላለሻ መኪናዎች አንዱ ላይ ያሰተዋልኩት "አላማርርም!" የሚል ጽሑፍ አዝሎ መጓዙ ለምን ይሆን? ብዬ ራሴን እንደጠይቅ ቢያደርገኝም ምላሽን ለማግኘት ግን አልዘገየሁም "ቀን ባንሠራ ማታ እንካሳለን" ነው መልሱ። መቼ በዚህ ተላቀን በቅርብ የማውቀው አንድ የላዳ ሹፊር "ወፍ የለም" ብሎ ማስለጠፉን ለምን ብዬ ብጠይቀው «ለባሉካው ገቢ አለመኖሩን ለማሳወቅ ነው» ብሎኝ እርፍ አለ። «ወይ ዘይ» አትሉም? ይብላኝለት ለባለንበረት። ያገልግሉት ጊዜዎን የጨረሰች ሚኒባስ ታክሲ "በሥራሽ ቀንብሽ" መባሏ የአቅ ተጽዕኖ እንደደረሰባት መገመት አያዳግትም። አዘውትረን የምንቀጠምባቸው ሚኒባስ ታክሲዎች ውስጥ "የቤትሽን አመል አዛው?" የሚል ጥቅስ ተለጥፎ ማየቱ ወንድ አመል የለውም እንደ? በማለት ለረዳቱ ብጠይቅ ከሴት አይብሰም? ብሎኝ እርፍ ብሏል፤ ምን ትሉታላችሁ? ከቅርብ ጊዜ ወዲህ የትራንስፖርትን ችግር ለመቅረፍ ሲባል ወደ አዲስ አበባችን ከገብን ሀይገር ባሶች ቻይና ሠራሽ በመሆናቸው ብዙ ስም ተሠጥተዋል። ሞተሩ ይሞቃል፤ ዳገት አይወጣም... ብዙ ብዙ ነገሮች ሲባሉ ይሰማል። ለዚህም ይመስላል እንዳንድ የሃይገር ባሶች ላይ... "የታላ ዳገቱ" የሚለውን ስቲክር ከፊት ለፊት መለጠፍ ያስፈለጋቸው። እናንተ ያላችሁትን በሉ። እኔ ግን የታላት ሽኩቻ ብዬዋለሁ። መቼም አዘውትሮ ታክሲዎችን የሚጠቀም

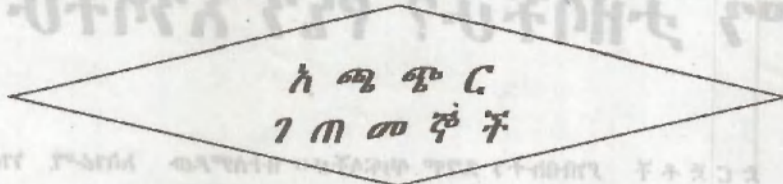
አስገራሚ ነገር ማስተዋሉ አይቀራ ነውና በታክሲ ተሳፍራችሁ ስትጓዙ ያለታሪፍ ሲያስከፍሱ እንዲሁም ሴቶች እህቶቻችን በሴነታቸው በደል ሲደርስባቸው ጣልቃ ገብተን እንዳንናገር በውስጥ የተለጠፈው እስቲክር "በማያገባህ አተግባ" የሚለው ጥቅስ ቢያግደንም በተቃራኒ ደግሞ የተለጠፈው ጥቅስ መልካም ምላስ ቁጣን ታበርዳለች ማለቱ ደግሞ የበኩሉን አስታራቂ ሃሳብ እንዲያነሱ ግድ ይልቃል።

በቅርብ ጊዜ ከአዲስ አበባ ወደ ገጠር የተጓዘች እህቱ የገጠማት ነገር ያሳፈረችን የመኪና ላይ ጽሑፍ ላይ ሳትሆኑ። ከአውቶቡስ ተራ መኪና ስትሳፈር በውስጡ አንድ ጽሑፍ ተኩረቷን ይሰበዋል። እንዲህ ይላል፤ "እባክዎ የህመም ችግር ካለብዎ ፈስታል ይጠይቁን?" ማለቱ ከስገርሚታል፤ ጸሐፊዎቹንም ሳታደንቅ አለማሰፈን አሚውታኛለች።

ዛሬ ዛሬ መኪናን አየተጋፋ መሄድ ካለው የትራንስፖርት ችግር ጋር ተያይዞ በብዛት ይታያል። ለዚህም ነው እንዳንዶች 'አሁን ፈረስ ስታይ ትደንበሪያለሽ ምንው ተሽከርካሪን ተዳፈርሽ?' በማለት የሚገልጹት።

ለጽሑፊ ማጠቃለያነት የሚከተሉትን የመኪና ውስጥ ጽሑፍ ላይ ላይ።

- ዝቅተኝነት ከተሰማህ ዛፍ ላይ ውጣ
- የዋህ ለው ምን ይሆናል?
- ጀንታላው ባቡራ
- የትነበርሽ
- ሩሃማ
- ሀመር
- ጊዜ ለኩሉ
- ከላይ ነው ትዕዛዙ
- እባክዎ የምላስ ሞባይሉን ያጥፋልን
- ሳቂልኝ... 😊



ቋንቋም እንደ እጅ ሲያጥር

አንድ ሰው አንድን ቋንቋ አጣርቶ በመናገር ብቻ ቋንቋውን አወቀ ማለት እንዳልሆነ የቋንቋ ጠበብቴና ዕለታዊ የተግባራት ገጠመኞችን የሚመዘኑት እውነታ ነው። ለምሳሌ አርሰም የአፍ መፍቻ ቋንቋም ሌላ ቋንቋ ሆኖ በተደራቢነት አማርኛን ተምረው ወይም ለምደው ይጠቀሙበታል እንበል። ታዲያን የቋንቋውን ስዋሰዋዊ ሥርዓትና የቃላት ክምችት በማጥናትም ብቻ ከአማርኛ ቋንቋ ተናጋሪዎች ጋር መሰሉ በመሰሉ ሲገባሉ እንደሚችሉ በያምነ ስህተት ላይ ይወድቃሉ።

አንድ ሰው የሰመደውን ወይም የተማረውን ቋንቋ በቅጡ እንደሚገባበት ለመረዳት ከሚያስችሉ መሥሪያት መካከል አንዱ የቋንቋውን ፈሊጣዊና ዘዴአዊ ልዩነቶች ተረድቶ ምን መቼና እንዴት - ከማን ጋር ሊባል እንደሚችል ሊለይ መቻሉ ነው። አሰባሰቢያ ቋንቋውን ብቻ ከማገረሱ በህልና አስተሳሰብ ነጥሉ በያጠና በመግባባት ሂደት ላይ ሳንካ ይገጥመዋል፤ የማያስፈልግ አተካራ ወሰጥም ሊገባ ይችላል።

ከዚህ አንጻር አንድ ሌላ ቋንቋ ተናጋሪ ሰው ከአንድ ሌላ ቋንቋ ተናጋሪ ማገረሱ ጋር በንግግርም ይሁን የንግግር አጋዥ በሆነው የምልክት ቋንቋ ለመግባባት ከመሞከሩ በፊት የዚያን ማገረሰብ ወግና ይትባሃል ቀድሞ ማወቅ ይኖርበታል ለአብነት ያህል እራሱን ሲጠይቁ፣ በሽተኛንና እሥረኛን ሲገቡ፣ ሀዘን ሲደርሱ፣ ለመታን የሚሰናዳ ዝክርን ጨምሮ ልዩ ልዩ ድግሶችን ተማምሰው ሲሰናበቱ... ምን እንደሚባል ካለው ትልቅ ችግር ያጋጥማል። ለላው ቀርቶ የውራ መጻፍት ቤቷን ያጨናነቀውና ከጥንቃቄ ጉድለት በተፈጠረ ለሕተት መንታ የወለደችን አራስ «አንኩዋን ማርያም ማረችሽ» ብለው እንደገቡ «ማርያም ጭንሽን ታሙቀው» ብለው ቢወጡ በሌትየዋ ላይ እንደሚላገጥ ስለሚቆጠር ምንም እንኳን ባህላዊ አባባሉ ትክክል ቢሆንም ግንዛቤ ውስጥ ያልገባው የሥነ ልቦና ጣጣ የተጠያቂን ኅሊና ማቆሰሉ አይቀርም። ከዚህ በተያያዘ በታላቅ ስም የተዘጋጀን ድግስ ልፊው ሲያበቁ 'የአሩሲዋ እመቤት ትስጥልኝ' ብለው ቢወጡ የሚተርፈው ትዝብቴ ብቻ ነው - በማን ደንደስ ማን ሊወደስ? ይህ ሁሉ ዘራያ ጥምጥም

የተሄደው አለመላው አይደለም። በዚህ ጉዳይ ዘራያ የተሰባሰቡ ገጠመኞችን ለማካፈል እንጂ ነው።

ከወደ ጋምቤላ አካባቢ የመጣ አንድ ወንድም ክርስትና ተጠርቶ ከበላና ከጠጣ ባህላዊ ክቤት ሲወጣ «ከዓመተ ዓመት ያዳዳኝ» ማለቱን ሰማሁ። ሌላዋ ከዚያው አካባቢ የመጣች ሌት ደግሞ ድርቀት ያገላቆሰውን ቅንጭላቷን እንዲያ ጉረቤትዋ ቅቤ ብትቀባት ምን ብላ መረቀቅት መሰለችሁ «ራሴን (አናቴን) እንዳቀዘቀዘሽልኝ ትዳርሽ ቅዝቀዝ ይበል።»

ይህን የሚመሰሰውና ከቀልድ የሚካተተው ሌላው ምረቃ ደግሞ ንፍር አስቢጠግቦ የበላበትን ቤት «የንፍር ቤት ይሁን» ብሎ የተሰናበተው ነው። ማገሰራዊ ተራክቦው ደካማ ስለነበረው ሽጋው ወንደላጤ ታሪክ ብዙዎቻችን እናውቃለን። የልቅሶ ሀዘንተኛን አፅናንቶ የማያውቀው ይህ ወንደላጤ በጉዋደኞቹ ግፊት የጓደኞቹውን ሚስት መሞት ተከትሎ ሊያጽናነት ሄደው ከሀዘን ቤት ሲወጡ፣ «ሚስትህ ያንተ ብቻ አልነበረችም፤ የሁላችንም ሚስት ነበረች።» ብሎ ማጽናናቱ በታሪክ ተከትሶ ተቀምጧል። ከዚያ በፊት በሌላ ጉዋደኛ ቸው እናት ሞት ገዜ ሰዎች «እናትህ ያንተ ብቻ ሳይሆን የኛም ነበሩ» ሲሉ በመስማቱ - ስለዚህ ከዚህ ዓይነቱ ችግር ለመዳን ቋንቋውን ከማገሰራዊ ትውፊቱ ጠንቅቆ ማወቅን እንደሚጠይቅ ልብ ይሉዋል።

ለሰብቅ ያልተገበረከክኝ

ለሰብቅ እደገኛ ነው። የሰብቅ ጥይት ሊተኮስ አያስታውቅም። ውጤቱ ግን ሳይውል ሳያደር ይታወቃል። ለሰብቅ የሚገበረከኩ ሰብቅ ተቀባዮች ወዳጅነታቸውን ሲያፈርሱና ትዳራቸውን ባልተረጋገጠ ወሬ ሲንዱ ይስተዋላሉ። አስተዋይ ልቦናና አመዛዛኝ ኅሊና ያላቸው ግን የሚለሙትን የሰብቅ ወሬ ሳያረጋገጡ እርምጃ ከመወሰድ ይታቀባሉ። ሰብቀኛው ለምን ዓላማ ወሬውን ይዞ እንደመጣ፣ ወሬው እውነት ነው ወይንስ የፈጠራ፣ ወዘተ. ግራ ቀኙን አጥንተው ነው ለሰብቁ ተገቢውን ዋጋ የሚተምነትና ሕይወታቸውን ከግብታዊ ውሳኔ ጦስ የሚታደጉት።

አንዲት አክሱቴ ላይ የደረሰ ነው በእውነት። ጥሩ ትዳር አላት። የደረሱ ልጆች፣ የሚወዳት

ባል፣ የሚቀናበት የሞቀ ጉጆ ባለቤት ናት። ጊዜው ቆየት ብሏል - ከሃዩ ዓመታት በላይ። የራብው ጉረቤት ሳይቀር ጉራ እያለ ቤት ካፈራው ቀምሶ ይሄላል።

አንድ ወቅት አንዲት ሴት «እንዴት ዋልሽ ወይዘሮ እገሊት» ትልና ተሲያት ላይ ወደ አክሱቴ ቤት ጉራ ትላለች። አክሱቴ ይች ሴት ወሬ አመላላሽ ትሁን አተሁን ማወቅ አለማወቅን አላስታውሰም። ግን ያቺ ሴት እቤት እንደገባች የአክሱቴን ጥሩ ሚስትነት በአንጻሩ ደግሞ የአክሱቴን ባል «ዋልጌነት» ትደሰኩር ጀመረች - ለሞተ ፍርድ ። ቀጠለችም - «እንዲያው ትቺው ነው እንጂ ባለፈው ሰዎን ባልሽ እንዲህ ያለ ቦታ አንትናን ይዟት - - - አየሁት» ስትል አክሱቴ ሆዬ የዋዘ አልነበረችምና «አንቺ ሆድሽን በውተት አርሰሽ፣ የእኔ ሆድ ውስጥ ግን የአላት እርመጥ ከተሽ ልትሄጁ?» አለትና በአዋዜ ባተመታ የወተት ማባያ ያቀረበችላትን እንደራ አንዴም ሳትገርስ ብድግ አደረገችባት። ሳትዋረድ ከቤቷ ውልቅ ብላ እንድትወጣለችም አደረገችት - ገብዝ አክሱት። ሁሉም እንዲያ ቢሆን ማን በማን ያላብቅ ነበር?

አመብርሃን አወጣችን

የመጠጥን ነገር የሚያወቅ ያውቀዋል። ናላ ያዞራል። ከሰውነት ተራ ያወጣል። ከጓደኛ በታች ያስቀራል። ማገሰራዊ ከበሬታችን ይቀንሳል። ትዳርን ያበጣበጣል፤ ያፈርሳልም። ቤተሰብን ይበትናል። ልጆችን ያለ አሳዳጊ ያስቀራል። ገድለ ሰካር ተወርቶ አያልቅም።

አንድ እንቱ የተባለ ሰካራም ነው። ዋቢ ሸበሌ ሆኖ ሌት ለፊት አካባቢ ነው። በጣም ጥምብዝ ብሎ ሰክሯል፤ ጊዜው መሸትሸት ብሏል። ከምስቱ ሦስት ሰዓት ገደማ ይሆናል። ሰኩው እየተወላገደ እኛ በተሳፈርንበት ሚኒባስ ታክሲ ይሳፈራል። የት ብሎ ተሳፈረ መሰለችሁ ዋቢ - ሸበሌ - ብሎ። ሹፈሩም «የተሳፈርክበት ቦታኮ ዋቢ ሸበሌ ነው» ቢለው ሰካራው ሊያምነው ነው? «ዋጋ እንነጋገር ከፈለግህ እንጂ እኔ የምሄደው ዋቢ ሸበሌ ነው» ብሎ ድርቅ ይላል። ሹፈሩም ቶሎ ሃሳቡን ይለውጥና ዋጋ የሰማማል - 15 ብር - ዋቢ ሸበሌ ሊወስደው።

ከዚያ አንድ አራት ጊዜ ነጻዩ በኃይል ይረገጥና " ደርሰሃል፤ ውረድ" ይለዋል። አመለግናለሁ እንኩዋን አላለም ስንራሙ ስውዬ ። ይልቁንስ "በሌ ሁለተኛ እንደዚህ እንዲታበር ፤ የባሪን አመብርሃን አወጣችኝ" ብሎ እየተገንጸገደ ይወርድና አዩ፤ ወላገደ የግር ጉዞውን ይቀጥላል - " ቶሎ በመድረሱ"ም እየተ ገረመ። አያደርስ እንዲህ ያለ ቅጥ ያጣ ስካር።

ችግር የማይበገረው 'ፍቅር'

ፍቅርን «ፍቅር ፍቅር አለት ስሙን አሳንሰው፤ ከድንጋይ ይበልጣል ለተሽከመው ሰው» ተብሎ በተለመደው ሥነ ቃላዊ ለዘ ቢወደስ ያንሰዋል እንጂ አይበዛበትም። ስንቱን ጀግና የሚያዋርድ፣ ስንቱን ሙሉ የሚያንበ ረከብ፣ ስንቱን ሳተና እጅ የሚያስጥ፣ ስንቱን ቆፍጣና አንገት የሚያስደፋ፣ ስንቱን ጨዋ የሚያባልግ፣ ስንቱን ምህር የሚያደድብ - - - ፍቅር።

የፍቅርን ዓይነትና ጥልቀት ለሌላ ዓምድ እንተ ወወና በቅርቡ የታብብኩዋቸውን ሁለት አጋጣሚዎች ልናገር።

ሥፍራው ፍልውሃ አካባቢ ነው። በአንድ ሺታራ መኪና ውስጥ አንዲት ቆንጆ ይዞ እያሽበለበለ ያሽከረከር የነበረ ጉረምሳ አንደኛ ውን ጉዋደኛንን ለከፍ አድርጉ ይገጭና ይጥለዋል- ወደ ሰው መንገድ ወጥቶ። ከልጅቷ ጋር የነበረው የፍቅር ጨዋታ ናላውን አስቶት መንገዱን በመሳቱ አደጋው ሊደርስ እንደቻለ በሁዋላ ላይ ሳይደብቅ አጫውቶናል።

በዕድሜና በስሜት ከሚቀራረበው አንደኛው ቋንቋችን ጋር ከአደጋው መከሰት በኋላ እንደተ ጨዋውቱት ከሆነ ሆኑሉችን ዞሮ ቢጠይቅ አልጋ የሚባል ነገር ማግኘት እንዳልቻለና ወደ ገነት ሆኑሉ እያመራ እንደነበር አውግቶታል። ከአደጋው መድረስ በሁዋላ ተገጭው ጉዋደኛ ትንን ወደ አንድ የግል ሆስፒታል ይወሰደውና ከአንደኛው ዚሉ የባለ አሥር ሺህ ጥራዝ ብር ከሞባይል ስልክ ቁጥሩ ጋር ስጥቶና ተጨማሪ ገንዘብ ከስፈለገ በማንኛውም ጊዜ በቀጠሮ ተ ገናኝቶ እንደሚሰጥ ቃል ገብቶ ወደተነሳበት ጉዳይ እንዲሄድ ፈቃድ ይጠይቃል - ከቀልቡ ጋር ይታረቅ ዘንድ ፈቃዱም አልተከሰተም፤ እንዲያ ካልሆነ ሕዝብ ይጨርሳል! እውነቱን ለመናገር የህክምናው ወጭም በጣም ጥቂት ነበር። በነገራችን ላይ ጋቢና ውስጥ ተቀምጣ የጉዋደኛን መመለስና የዓለም ፍጻሜ ከደቂቃ ዎች በሁዋላ እንደሚከሰት ያህል ቆጥራ ያለቻ ትን ቅጽበት ለመጠቀም ክፍሩ ፑክላ የነበ ረኛው ቀንዶ ወጣቱን ዕረፍት ነስታው ነበር። ያለበት ነገር እንኩዋንስ የሰው ግጭት

የሦስተኛው ዓለም ጦርነትም ቢነሳ የሚያደናቅፈው አይመስልም። ብቻ ባመቻቸው አቅጣጫ ነጉዳ።

ሌላው ላምበረት በሚባለው አካባቢ ያየሁት አስገራሚ ክስተት ነው። ከምሽቱ ሁለት ሰዓት አካባቢ ይሆናል። ከኔ ፊት ለፊት አንድ በመናዊ አውቶሞቢል ይጉዋዛል። ከሹፊሩ ጉን የፈረደባት አንዲት ሴት ተቀምጣለች። ሹፊሩ ሥራ የበዛበት ለመሆኑ በግልጽ ያስታውቃል። እኔ የዚህን ድራማ ፍጻሜ ሳላይ አልሄደም ብዬ ፍጥነቱን ከነሱ መኪና በማሳነስ መከተሉን ተጥያለው። ከኔም በሁዋላ ከነሱም በፊት በርካታ መኪናች አሉ። እሽከርካሪውና ሴ ቷ ወንበራቸውን በማግኘት እየለቀቁ ወደ መሃል አካባቢ ለፍቅር ጉባኤ መሰባሰባቸውን ተጥለዋል። እኔ ያኔ እንዳንድ ነገሮችን አሰብ ነበር። ስርቆት ይሆን? አዲስ ፍቅር ይሆን? ማታ ነው - ወደ ቤት እየተሄደ ነው! ቤቱ ርቆባቸው ይሆን? - - - እነሱ በነሱ ዓለም - አኔም በማያገባኝ ገብቼ በራሴው ዓለም- እነሱ በፍቅር እኔ በሃሳብ እየዋኘን ሳለ ከፊት ለፊቱ ኃይለኛ ግጭት ተሰማ- አኔም እነሱን ከመግጨት ለጥቂት ዳንክ። ለካንሳ ከነሱ በፊት የነበረው መኪና ከፊቱ የነበሩ መኪናች ድንገት ሲቆሙ ድንገት ቆሞ ኖሮ «ሮሚዎና ገፍለየት» በልጠፋ ቦታ ዓለማቸውን በስቀቀን የሚተጨበት መኪና ከፊት ለፊታቸው የነበ ረውን መኪና የሁዋላኛ ክፍል በአፍንጫው አንጉዳት ኖሯል። የድራማው ፍጻሜ። ምርጫ አልነበረኝም ያኔ አልፊያቸው ሂጄ ወራውን ካለውትሮዬ በና አሰፈልጄ አራቱን አውራ ረድኩበት - ያሳዝናል።

አሥር ጊዜ ለካ አንድ ጊዜ ቁረጥ

ጥሩ አባባል ነው - "አሥር ጊዜ ለካ አንድ ጊዜ ቁረጥ።" ተምሳሌታዊ መልዕክቱ ከእንጨት ቆ ረጣ ያለፈ ለመሆኑ የጽንጽው ይትዘሃል የሚያጸድቀው አውነታ ነው። ቋንቋ ለመያዝ፣ ትጻር ለመተደር፣ ወዳጅነትን ለማቋረጥ፣ ጠቃሚ ውሳኔን ለመወሰን ወዘተ. መጣደፍ እንደማያስፈልገውና ቆም ብሎ ማሰብ እንደሚገባ ያስረዳል - ብሂሉ።

አንድ የዩኒቨርሲቲ ምሩቅ ቋንቋችን የደረሰበትን የሕይወት ጉስቱልና ነው የፕፕራትህ ። ቋንቋ ችን በባሕርይውም ሆነ በሥራው በውነቱ ይህ ነው የሚባል እንከን አይወጣለትም። በተለያዩ መንግሥታዊና መንግሥታዊ ያልሆኑ መሥሪያ ቤቶች ጥቂት ለማይባሉ ዓመታት አገልግሎት አሉ። በዚያም ምክንያት ጠቀም ያለ ገንዘብ ሳያካበት አልቀረም።

ካልመነሱ ወይም ገዳም ገብተው ካልዘጉ

በዓለም እየተኖረ ከሀገ-ተፈጥሮ መውጣት ብዙም ያልተሰመደ ነውና ይህ ጉልማላ ትሆነኛለች ብሎ ያስባትን አንዲት የሀገ ምሩቅ ባለዲግሪ ሴት ያገባል። ካገባ ከጥቂት ጊዜያት በሁዋላ ዓይኑን ባይነ ልታሳየው ሴት ልጅ ከእንቅልባዋ ትወልድለታለች።

ግን ምን ዋጋ አለው? ይህች ሚስቱ በወለደች በ15 ቀንዋ ሕጻኗቷን ጥላበት ቤት ውስጥ የነበ ረውን ብር 300ሺ «ወስዳ» ትኮ በልላለች (ምንድን ይባል- ይዛ? ዘርፋ? ተምታ? ስርቃ? ሚስት ከባል? . . አንድኮ ናቸው)። አሁን ለማግኘት ያደረገው ጥረት ሁሉ መና ሆኖ ይቀራል። የበላት ጅብ እስካሁን አልጮሽም - የውሃ ሽታ። ጅቡ ከአሁን በሁዋላም ቢሆን ይጮሃል ተብሎ አይጠበቅም ። ግን ግን በጣም አይገርምም? ምን ዓይነት አሳዛኝ አጋጣሚ ነው እባክችሁ?

ግሩም ምሳሌ

በሀገራችን የትምህርት ጥራት እየቀነሰ መምጣቱ ዘወትር ይነገራል። በተለይ በጽንጽና ሒሳብ ረገድ የሚታየው ክፍተት ጉልቶ እንደሚስተዋል ይወሳል። በከተማም ሆነ በገጠር የሚገኙ ተማሪዎች ከጥራት ይልቅ የብዛትን መሥሪርት ለማሟላት የሚተጉ ይመስላሉ ይባላል። ከዚህ ዓይነት ጨፍጋጋና ተስፋ የማይሰጥ አካሄድ ወስጥ አንዳንድ ነፍስና ሥጋን የሚያለመልሙ መልካም ግለ ታሪኮች ሲያጋጥሙ በጣም ያስደስታል፤ የመኖር ተስፋንም ያጭራል።

ስም እንዲልገልጽ ፈቃድ አላገኘሁምና ይቅርብኝ። ቦታው ግንደበረት አካባቢ ነው። ከግንደበረት ከ109 90 ኪ.ሜ ይርቃል ብለውኛል እንዲያውም። አልም ያለ ገጠር ውስጥ ነው። የትምህርት አገራ ጠንቷቸው ከከፍተኛ ትምህርት ማማ ሥር ተቀምጠው ወደ ላይ በማንጋጠጥ በምቅት ብቻ እንዲቀሩ ከተፈረደባቸው የአካባቢው ተማሪዎች መካከል አንደኛው ከንፍር ጥሬ ይወጣል እንዲሉ በተ ለዬ ሁኔታ 400 ነጥብ በማምጣት ማትሪክን በጥሶ ያልፋል። በዚያን አካባቢ ያን የመሰለ ነጥብ ያመጣል ተብሎ የሚጠበቅ አንድ አሥ ረኛ ተማሪ እንከ ዋን አልነበረም- በአሥር ዓመት አንድ ተማሪ እንደሚሆን ነው በቀላል ስሌት። ስሙን በይደር የማቆየው ተማሪ ግን የተጠቀሰውን ነጥብ በማምጣት ሕዝቡን አስደመመ። ነገር ግን ቤተሰቡ ዝቅተኛ ኑሮ የሚኖር የገበሬ ቤተሰብ በመሆኑ ይህን ጉብዝ ተማሪ ወደ አዲስ አበባ ወይም ሌላ ተመሳሳይ የከፍተኛ ትምህርት ዕድል የሚገኝበት ቦታ ወስዶ ሊያስተምር የሚችል



Edutainment



Don'ts after Meal

Don't eat fruits immediately - Immediately eating fruits after meals will cause stomach to be bloated with air. Therefore take fruits 1-2 hr after meal or 1 hr before meal.

Don't drink tea - Because tea leaves contain a high content of acid. This substance will cause the Protein content in the food we consume to be hardened thus difficult to digest.

Don't smoke - Experiments have proved that smoking a cigarette immediately after meals is comparable to smoking 10 cigarettes before meals (chances of cancer is higher).

Don't loosen your belt - Loosening the belt after a meal will easily cause the intestine to be twisted & blocked.

Don't bathe after meals - Bathing will cause the increase of blood flow to the hands, legs & body thus the amount of blood around the stomach will therefore decrease. This will weaken the digestive system in the stomach.

Don't walk about - People always say that after a meal walk a hundred steps and you will live till 99. In actual fact this is not true.

The Benefits of Banana

Nutrition Facts and Information about Banana: Banana is rich in potassium. It also contains other minerals such as calcium, iron, magnesium and phosphorus in large quantities. It is also rich in fibers making it a useful laxative and good for easing constipation.

Vitamin Content of Banana: Banana is rich in vitamin C. It also contains other vitamins such as vitamin A and B.

Calorie Content of Banana: Banana contains about 90 to 93 calories per 100g. This energy is easily absorbed by the body and hence eating 3-4 bananas daily, especially with milk, is often recommended to gain weight. At the same time, banana is useful for losing weight. Since it has only 90 calories per 100 g (butter has about 700 calories per 100 g), banana reduces your calorie intake and thus helps in weight loss. Overweight people, should of course, stop eating banana chips to lose weight.

Health Benefits of Banana: The nutritional value of banana makes it useful for weight gain as well as weight loss, constipation, bowel problems, anemia, blood pressure, heart problems, ulcers, brain stimulation, depression, nerve disorders, stress, morning sickness, menstruation, etc.

Inspiring the Values of Unforgettable Teachers

Inspiring the Values of Unforgettable Teachers

By Steve Brunkhorst

All of us recall special teachers - people who not only taught us but inspired us in ways that changed our lives. William Arthur Ward once said, "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." Here are five life-changing values inspired by unforgettable teachers.

The Teachers I Will Always Remember...

... Taught the Value of Learning and Knowledge

They were enthusiastic about their subject. However, they gave more than knowledge. They showed how learning could enhance creativity, spark interests, and uncover talents. They instilled in students a curiosity to learn and an undying passion to keep learning.

... Taught the Value of Respect

They treated others with honor. They explained how kind words, and sometimes silence, could prevent hurtful confrontations and turn enemies into friends. They taught the value of respect for the community as well as the individual.

... Taught the Value of Integrity

They demonstrated empathy for those who were ill or suffering from personal loss. They would go the extra mile to offer support. Their ethics inspired students to live with courage and approach life with honesty, dignity, and self-worth.

... Taught the Value of Responsibility

They taught that personal actions have consequences and that the individual must be accountable for his or her choices. They emphasized that when people think others

are to blame for problems, that very thought is the real problem. They taught that each student was ultimately responsible for his or her learning and its impact on their future.

... Taught the Value of Perseverance

They taught that education continues until our last breath. They told stories about the hard times they had faced, and how God had often turned difficulties into blessings. They refused to let students quit after repeated failures. They demonstrated that "Faith is the assurance of things not yet seen."

Not all of these teachers taught in formal classrooms. Nor did they all have a formal education. Some of them are still teaching, and the education they provide is priceless.

I believe that the greatest gifts we can give our children are the same kind of values these teachers demonstrate. Then our children can also become unforgettable teachers, sharing values that will inspire happiness and faith for future generations.

Ten Amazingly Simple Tricks to Turn Your Brain into a Powerful Thinking Machine

There are two basic principles to keep your brain healthy and sharp as you age: variety and curiosity. When anything you do becomes second nature, you need to make a change. If you can do the crossword puzzle in your sleep, it's time for you to move on to a new challenge in order to get the best workout for your brain. Curiosity about the world around you, how it works and how you can understand it will keep your brain working fast and efficiently. Use the ideas below to help attain your quest for mental fitness.

Read a Book

Pick a book on an entirely new subject. Read a novel set in Egypt. Learn about economics. There are many excellent popular non-fiction books that do a great job entertaining you while teaching about a subject. Become an expert in something new each week. Branch out from familiar reading topics. If you usually read history books, try a contemporary novel. Read foreign authors, the classics and random books. Not only will your brain get a workout by imagining different time periods, cultures and peoples,

you will also have interesting stories to tell about your reading, what it makes you think of and the connections you draw between modern life and the words.

Play Games

Games are a wonderful way to tease and challenge your brain. Soduko, crosswords and electronic games can all improve your brain's speed and memory. These games rely on logic, word skills, math and more. These games are also fun. You'll get benefit more by doing these games a little bit every day-spend 15 minutes or so, not hours.

Use Your Opposite Hand

Spend the day doing things with your non-dominant hand. If you are left-handed, open doors with your right hand. If you are right-handed, try using your keys with your left. This simple task will cause your brain to lay down some new pathways and rethink daily tasks. Wear your watch on the opposite hand to remind you to switch.

Learn Phone Numbers

Our modern phones remember every number that calls them. No one memorizes phone numbers anymore, but it is a great memory Skill. Learn a new phone number everyday.

Eat for Your Brain

Your brain needs you to eat healthy fats. Focus on fish oils from wild salmon, nuts such as walnuts, seeds such as flax seed and olive oil. Eat more of these foods and less saturated fats.

Break the Routine

We love our routines. We have hobbies and pastimes that we could do for hours on end. But the more something is second nature, the less our brains have to work to do it. To really help your brain stay young, challenge it. Change routes to the grocery store, use your opposite hand to open doors and eat dessert first. All this will force your brain to wake up from habits and pay attention again.

Go a Different way

Drive or walk a different way to wherever you go. This little change in routine helps the brain practice special memory and directions. Try different side streets go through stores in a different order anything to change your route.

Learn a New Skill

Learning a new skill works multiple areas of the brain. Your memory comes into play, you learn new movements and you associate things differently. Reading Shakespeare, learning to cook and building an airplane out of tooth picks all will challenge your brain and give you something to think about.

Make Lists

Lists are wonderful. Making lists helps us to associate items with one another. Make a list of all the places you have traveled. Make a list of the tastiest foods you have eaten. Make a list of the best presents you have been given. Make one list every day to jog your memory and make new connections. But don't become too reliant on them. Make your grocery list, but then try to shop without it. Use the list once you have put every item you can think of in your cart. Do the same with your "to do" lists.

Choose a new skill

Find something that captivates you that you can do easily in your home and doesn't cost too much. Photography with a digital camera, learning to draw, learning a musical instrument learning new cooking styles, or writing are all great choices.

የአራዳው ተከላሽ የፍርድ ቤት ውሎ

ወጣቱ በሥርቆት ወንጀል ተከሶ ፍርድ ቤት ተረቦ። ክስም

"የአንዲት ተማሪ የአንገት ሀብል ወርቅ ቀምተህል" የሚል ነበር።

ክስ ተደመጠ። ምሥክሮችም ቃላቸውን ሰጡ። ወጣቱም ስለተከሰሰበት ወንጀል ቃሉን እንዲሰጥ ተጠየቀ። ቃሉንም እንዲህ ሲል ሰጠ።

በአንድ ወቅት ችኩ ነበረኝ። ልክርካት ትምሮ ቤት መረኽኩኝ። ጠየኩዋት። ጀለሳምች እንህን አልኳት። እምቢ ብላ ገጀረኝ። እኔም ነቀልኩ። ከአሷ ፎንቃ እንደጠሰራኝ እያወቀኝ እምቢ ብላ መገገሚ ደንፎ አስያዘኝ። በጫማ ጥሬ እንደ ልቀዳት ስል መቃዋላይ ያለውን ጨባዋን በግደነካዎቼ ክልም አደረኩት። በቃ ያኔ ተከየፍኩባት። በውበቱ በጣም ስለፎንቀቅሁበት ከምመታት ብዬ መንጨጫ አድርጌ ልመርሽ ስል ዛፖ መጥቶ ጋማ ብሉኝ ሸቤ ቤት ተወረወርኩ።

ፍርድ ቤቱ መቼም የፎንቃን ሙድ ያውቀዋልና የጀለሴን ጨባ መንጨጫ እስከማድረግ ያደረሰኝ ፎንቃ መሆኑን ነቁ ብሎ አስተያየት እንዲያደርግልኝ እስከ አደርጋለሁ።"

ወጣቱ ቃሉን ሰጥቶ ጨረሰ። ጻፍውም ግራ በመጋባት ሰሜት የሚከተለውን ውሳኔ አስተላለፋ፤ "የተከላሽ ሙሉ ቃል በአማርኛ ተተርጉሞ በሚቀጥለው ቀጠሮ ይቅረብ"

ምንጭ፣ አዲስ ወብት (ሚያዝያ 1997)

ቀልዶች

አለቃ - "ምነው ዛሬ ጧት ደግሞ አርፍደህ መጣህ?"
ሠራተኛ - "እንትልፍ አታሎኝ ነው ጌታዬ።"

አለቃ - "እቤትህም ትተኛለህ እንዴ?"

...

የቤት ባለቤት - "ምነው ትላንት ማታ በስንት ሰዓት እንደገባህ ለሚስቱ ነገርሽ? አትናገራ ብዬሽ አልነበረም።"

ሠራተኛ - "እኔ አልተናገርኩም ጌታዬ። አርግጥ ስንት ሰዓት ገባ ብለው ቢጠይቁኝ ቁርስ እየሰራሁ ስለነበር ሰዓቱን አላየሁም ብያቸዋለሁ።"

...

በዮኒቨርስቲ ውስጥ የኢትዮጵያ ታሪክ አስተማሪ ክፍል ውስጥ ገብተው ተማሪዎቹን እንደምን አደራችሁ ካሉና መጻሕፍቶቻቸውን ከዘገጃጃ በኋላ ያለፈውን ሳምንት ትምህርት ለመክለስ እንዳንድ ጥያቄ ዎችን ለማቀረብ ፈልገው "አንተ በስተጀርባ ያለኸው የአክሱም መንግስት አመሰራረት እንዴት ነበር? ባጭሩ ብታስረዳን?"

ተጠያቂው - "አላውቀውም።"

መምህር - "አላውቀውም? ደህና እወዳደቁሰ?"

ተጠያቂው - "አላውቀውም።"

መምህር - "አላውቀውም? አርብ ዕለት ደህን አንብቡ አላልኩም! ስመሆኑ ትላንት ማታ ምን ስትሰራ ነበር?"

ተጠያቂው - "ከጓደኞቼ ጋር ቢራ ስንቀማምስ ነበር።"

Quotations

መምህሩ - ጉድ እኮ ነው፤ የገሙን የድፍረትህ፤ ለመሆኑ ይኸን ኮርሰ እንዴት ለታለፍ ነው?

ተጠያቂው - "እሱ አይመለከተኝም" ጌታዬ። እኔ የኤልክትሪክ ሠራተኛ ነኝ። እዚህ ክፍል ጉራ ያልኩት የተበጠለ የኤልክትሪክ ሽቦ ለመቀጠል ነው።"

...

አስተማሪ የተማሪውን የቤት ሥራ እያረመ "አንድ ሰው ይህን ሁሉ ስህተት እንዴት እንደሚሰራ አይገባኝም" አለ።

ተማሪው ተከራርቶ - "አንድ ሰው አይደለሁም። አባቴም አረድቶኛል።" በማለት መሰለ።

...

አንዲት ሴት በራዲዮ ንግግራም ተርበው ቃለ መጠይቅ ሲደረግላቸው "በትምህርት ቤቶች የወሲብ ትምህርት ቢሰጥ ምን ይመስልዎታል?" ተብለው ቢጠየቁ "ጥሩ ሀሳብ ነው። ግን የቤት ሥራ ባይሰጣቸው" አሉ ይባላል።

...

መሠረተ ትምህርት የሚከታተሉ አንድ ወይዘሮ የሂሳብ ትምህርት አልገባ ብሎ አስተማሪያቸዋል። አንድ ቀን አስተማሪው "ሥራዎ ምንድን ነው?" ቢላቸው "አንገራ አጋግራለሁ" ብለው መሰሉ። አስተማሪው ስራቸውን የጠየቃቸው በምሳሌ ሲያስረዳቸው ነበርና "አንድ አንገራ ከጋገሩ በኋላ ሌላ አንድ ሲደግሙበት በጠቅላላው ስንት ይሆናል?" ቢላቸው "ውይይት አሉ ማን ቆንጆ እንባብር ይሆናል" አሉት ይባላል።

...

የላይኛው መምህሩ ከሰውነት ክፍሎች ውስጥ የልብ፣ የሃገርና የክላሊት ጠቀሜታ በማስተማር ላይ ሃሉ ከክፍሉ ተማሪዎች አንደኛው በመሰከት ውጭ ውጭውን እያየች በሃሳብ ውጣ ውረድ ተዋገቷለች። ይህንን የተገነዘበች መምህር ላምባ ለምን ይጠቅማል? ብለው ቢጠይቁት፣ ገነት / ፈጠን ብላ - "ለድመት ብላ መሰለች።"

...

አሠሪ - "ፈቃድ ስጠኝ? እንደገና! ለአያትህ ቀብር አራት ጊዜ ሄደሃል። አሁን ደግሞ ምን ምክንያት ይሆን የምትሰጠው?" ሠራተኛ - "ዛሬስ ሴት አያቱ እንደገና ሰላሚያገቡ ነው።"

...

የፋብሪካ ባሰቢት በፋብሪካው ልዩ ልዩ ክፍሎች ድንገተኛ ገብኝት ለማድረግ ወሰነ። በመጋዘኑ ወስጥ ሲዘዋወር አንድ ወጣት (ዕቃ ማሸጊያ ሳጥን ላይ ተደግፎ ሲዘናና አየና "ለመሆኑ በላምንት ሰንት ነው የሚከፈልህ?" ብሎ በቁጣ ቢጠይቅ፣

ወጣቱ - "መቶ ብር" አለ።

ባለቤቱ ከቦርሳው ጠቅሎ ብር አወጣና "በል እንካ ይኼን የላምንት ደመወዝህን ይዘህ ከዚህ ጥፋ" አለው።

ወጣቱም ምንም ላይናገር ገንዘቡን እኪሉ አድርጎ ሄደ። ከዚያም ባለቤቱ ሁኔታውን በመገረም ይመለከት ወደነበረው የመጋዘን ኃላፊ ተጠግቶ "ሰማ እንጂ ይህ ወጣት ለምን ያህል ጊዜ ነው እዚህ የሠራው?" ብሎ ቢጠይቅ "እዚህ አይሠራም። መልዕክት ለማድረስ የመጣ ነበር" ብሎ መለሰለት ይባላል።

Don't be afraid to go after what you want to do, and what you want to be. But don't be afraid to be willing to pay the price.

Lane Frost

Success seems to be connected with action. Successful people keep moving. They make mistakes, but they do not quit.

Conrad Hilton

Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be awaited for, it is a thing to be achieved.

William Jennings Bryan

Let our advance worrying become advance thinking and planning.

Winston Churchill

For me, winning isn't something that happens suddenly on the field when the whistle blows and the crowds roar. Winning is something that builds physically and mentally every day that you train and every night that you dream.

Emmitt Smith

Education is simply the soul of a society as it passes from one generation to another.

G. K. Chesterton

The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself.

Edward Robert Bulwer-Lytton

Desire is the key to motivation, but it's the determination and commitment to an unrelenting pursuit of your goal a commitment to excellence that will enable you to attain the success you seek.

Mario Andretti

No problem lasts forever. No matter how permanently fixed in the center of our lives it may seem, whatever we experience in this ever-changing life is sure to pass, even pain. Unknown

Contributed by : Zekarias Beshah

ESDP III and Some Qualms

continued from page 26

Although ESDP III is not all about quality, it has already been established that greater emphasis will be given to quality enhancement during the years 2005/06 – 2010/11. There are a variety of measures that have been planned towards this end among which the following relate to the major areas discussed :

- Adequate management system will be put in place for the efficient ordering and dissemination of text-books in a one – to – one ratio.
- Pupil/section and student / section ratios will be reduced to the standards set in order to increase the time used for interaction between students and teachers and thereby improve the quality of education.
- Pre-service and in-service training of teachers will be intensified and will have a central place (involving such modalities as distance education, in-service training, CPD
- revising the curriculum of pre-service & in-service programs).
- National Educational Assessments will be conducted at final grades of first and second cycles of primary education to monitor progress in students' achievement (MOE 2005: 59 – 60).

One might admire the aspiration and commitment on the part of the government to get things right. However, due to the serious challenges that the government may face towards achieving the variety of goals it has set, some levels of skepticism might be in order.

Possible Budget Constraints?

Currently, there's an observable prioritization in public spending on education in Ethiopia. This has been specially noted since 2000. Although there's still the need to raise Ethiopia's current spending on education from the existing 3.0 percent of GDP, in order to meet the increasing demands of the sector, how far this can be realized is dictated by the overall development goals and plans of the country. As might be expected, in the years ahead, "the competition for public resources will be tight, as other sectors such as roads, water, and health can also make a legitimate claim based on their contribution to poverty reduction" (World Bank 2005:18). However, the government remains optimistic about meeting its budget needs much more than was the case during ESDP I and ESDP II. The total ESDP III financial requirement is supposed to be around 52 billion out of which the government expects the finance gap not to exceed above 16 percent - much lower than in the case of both ESDP I and ESDP II.

Gauging the Labor Market

For a country that is regarded as having one of the least educated population in the world (averaging fewer than 2 years of formal schooling among adults), and that wishes to use education as its major means of poverty reduction and economic development, there is no possibility of circumventing or avoiding altogether the current route of expansion. Expansion is not an alternative but a *sine qua non* for what the country wishes to achieve. However, an argument could be made about the wisdom of a system that does not expand in line with the capacity of the national economy to absorb graduates:

While it makes good economic and social sense to universalize four years of primary schooling as soon as possible, the pace of expansion in subsequent grades may need to proceed in tandem with the economy's capacity to absorb well – educated graduates into jobs for which training has prepared them (World Bank 2005: 176).

For some, the above observation might appear illogical considering a country that claims to have a huge shortage of skilled manpower. However, it cannot be rejected altogether when we look at the employment pattern in Ethiopia where agriculture assumes the major role (accounting for 80% of employment) as compared to the non – agricultural sectors.

Added unto this is the lack of a labor market information system that should assist the government to monitor supply and demand in the education sector, and make adjustments where this is due.

Bringing the Private Sector on Board

The huge resource that the country needs to draw in the implementation of the education sector development program is imaginable. This demands, among other things, using a mix of resources such as contributions, donations, and Non-state Providers (NSPs). In this regard ESDP III echoes the strategies of ESDP II:

The roles of the private sector and that of non-governmental organizations will be strengthened in increasing access to education for the realization of universal primary education and targets set for secondary, TVET and tertiary education. As an incentive, the private sector shall have a privilege to secure land free of charges and import educational materials and equipment free of charge (MoE 2005:39)

Despite the above directions, the increased partnership that one might expect between the government and NSPs appears to be limited and frequently subjected to implementation problems. A case in point is the dwindling role the private sector is assuming in the teacher education sector due to the government's decision not to employ graduates of teacher education programs run by private institutions. The growth of public-private partnership requires broad-based engagement incorporating such strategies as designing encouraging regulations, devising incentive mechanisms, and developing a national private education development strategy. It's unfortunate that we still have to go a long way in this regard.

It is true that Ethiopia cannot afford to lose the momentum that has already been created despite the challenges that continue to pang the system. The multitude of complex problems we are facing indicate that ours is not for the faint-hearted. However, the wishes and aspirations of the country cannot be realized without a careful consideration of the challenges that could seriously impact on the quality of its future generation. This requires a massive awareness campaign towards sharing the same goal, galvanizing both public and private national resources, augmenting system efficiency, and monitoring our progress at every step of the way. It also calls for institutional commitment to get the quality agenda at the forefront of our efforts. As is said in some circles, like charity, quality begins at home.

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Indirect Learning . . .

continued from page 16

The teacher's role in providing young learners with the most appropriate stimulus which could provoke the learners' imagination does also have a significant part to play in the effective administration of this indirect language learning.

Conclusion

It is quite usual to see children's classroom to be noisy. That is simply because they want to express themselves in any way they could. This desire of self expression is an important input for the facilitation of language acquisition through indirect learning. In a way, it could be a very good opportunity for teachers to turn adversities into opportunities. Indirect language learning is no more an option for our young learners; it is rather a must to do if quality language education has to emerge from the very foundation.

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The Editorial Team of The Teacher Bulletin expresses its deepest felicitation in connection with the 10th Anniversary of the establishment of St. Mary's University College. We would like to congratulate you all and wish you all the best in the years to come.



Is Management in

continued from page

V. Unique Aspects of Educational Management/ Administration

Different writers emphasize the uniqueness of educational institutions. They say that educational organizations have unique elements, which differentiate them from other organizations. Campbell and et al. and other authors have indicated some of the major reasons which emphasize the uniqueness of educational institutions. Opinions drawn by different authors in this particular issue are mentioned here to show that management in education is a special case. Since the purpose of this paper is to show the uniqueness of management in educational institutions, these views of different writers have been especially treated in this section with an emphasis.

1. Indispensability to Society: As compared to other organizations, the indispensability of educational institutions to any society seems to be of a paramount importance. Educational institutions have a wide range of functions to offer to the nations in question. Thus, it is quite natural that they differ from the rest of organizations or disciplines due to the essence of their functions and the interconnecting centrality of their relationship to other social institutions. Supporting this argument, Thelen and Getzeles in Campbell et al. (1962:81-82) describe the vital place of a school in a society as follows:

..... Education as a system is unique in certain respects. It is a system whose major functions seem to be delegated to it by the other systems, and to a degree, the effective functioning of the other systems depends directly on the effective functioning of the educational system. Our geographer, for example, wants education to prepare us for the wise utilization of natural resources. In this sense, the school is very much part of the geographer's domain. Our political specialists want education to prepare us for the wise exercise of political power.

In this case, the school is part of his domain.

Our economist wants education to prepare us for the wise selection of economic alternatives. In this sense the school is also part of his domain.

From the foregoing discussions, we realize that educational institutions are responsible to build up a socially and economically strong society and the creation of such society depends on the effective and efficient management of the educational system. They are also sources of the young educated workforce that takes over the overall activities of the country from the passing generation. Therefore, the diversity of functions and social responsibilities make the management of the educational system very sensitive and complex. From this point of view, we can deduce that educational management is something that should win the special focus of every sector in the socioeconomic structure of the nation at large.

2. Public Visibility and Sensitivity

Compared to the activities of other organizations, educational activities and issues are more visible and sensitive to the public. In this regard, the words of Campbell et al. (1962:82) run as follows:

"... The factory as an organization particularly in its internal operations is far less visible than the College and the school. The public school highly visible at all times must be sensitive to its many publics".

According to Campbell et al., the visibility and sensitivity of the school to the public is high. This type of relationship of schools to the broader society will therefore call for social administrative behavior from the side of the educational manager. Public responsibility is vested on them and they are required to meet the needs of the public sufficiently.

3. Complexity of Functions

The educational system can be regarded as a complex social organization. It is complex because it includes many different persons who interact in their

performance of many different functions (T. Bush, 1989). Educational administrators deal with different types of people, namely, students, teachers, parents, and others. As compared to the purposes of educational institutions, the purposes of business organizations are seen as being few and simple. Whereas that of the educational organizations are many, varied and conflicting (Bottery, 1993). From the above discussion, therefore, we can sense how complex and challenging educational administration is. It requires a special talent and skill in order to deal with or satisfy a variety of task masters, some or all of whom may be in conflict with one another.

4. Intimacy of Relationships

Schools or educational organizations usually involve a greater degree of human intimacy. The relationship between teachers and students, students and students, teachers and teachers, teachers and parents, and students and parents is very strong. In connection to this, Campbell et al. (1962:84) say... *"Because all human behavior is interrelated and because much learning is concomitant in nature, these relationships often spill over into problems of personal adjustment, family membership, and social acceptance".*

5. Staff Professionalization

When we see the manpower in factories, they are less professional as compared to the manpower of educational institutions. Emphasizing the implication of professional variations among educational and industrial organizations, Campbell and his colleagues (1962:85), state the following:

".... By professional values, superior intelligence and articulate communication, it seems clear that administrators in schools must pay greater attention to personal dispositions than administrators in factories. Conversely, school administrators can rely less on standard operating procedures than can administrators in industrial plants."

From the above statement, we can realize that the gap between managers and teachers in terms of profession and experience is quite narrow and as a result the authority in educational institutions is collegial. Thus, the educational manager is more often required or expected to act as a facilitator. Hence, in educational administration, the superior-subordinate relationship is quite loose. It is not as such tight like the one in industrial firms. Involvement of teachers in decision-making is high. If they are denied this academic right, the whole work of the institution will certainly be in shambles.

6. Difficulty in Appraisal

Appraising of results is another factor which makes educational management distinct from other organizations. The role of a school is basically bringing about a change of behavior and attitude among its students the measurement of which is highly subservient to subjectivity, lack of scientific assessment method, etc., and hence, appraising human behavior and attitude becomes too difficult to deal with easily, as the job is totally intellectual, not of any kind to be gauged by piece rate or any other objective methodology, for example. Rephrasing this issue, T. Bush (1986:5), says:

"...It is very difficult to measure whether or not objectives have been achieved in Education. In commercial organizations, it is possible to measure success in financial terms-sales have increased, profits are up, dividends are higher. Several factors militate against such straightforward evaluations in schools and colleges."

Thus, defining educational objectives becomes very difficult when compared to the objectives of commercial organizations. Different writers have suggested various elements that make the management of educational institutions unique from other industrial or business organizations. For the purpose of this paper, however, the aforementioned factors may suffice to show that

management in educational institutions is a special case.

VI. Conclusion

Schools or educational organizations like many other organizations involve groups of people working together to achieve certain goals. However, as revealed by different writers, there are various elements that make the management of educational institutions unique from other industrial or business organizations. As it can be realized from the foregoing discussions, they differ from other organizations with respect to their organizational setup and behavior, their environment, their objectives, their approaches in seeking solution to certain problems, the professional proficiency and experience of the staff they deal with, the theories they base, and so on. These distinct characteristics of educational institutions, therefore, call for creative and dynamic managerial talents and skills which facilitate the diversified and unique nature of the educational system.

Finally, due to these and other related factors, it is possible to derive a conclusion from our discussions herein and say that educational management is certainly a special case in the realm of business analysis in any given society, for it is a major pillar around which every other sector is spiraled for the harmonious continuity of its growth and development.

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Different Learning ...

© continued from page 4

II. Selective philosophical Outlooks

1. The rationalists' view
2. The empiricists' view
3. The positivists' view
4. The positivists' view and
5. The constructivists view

1. The rationalists' view

The rationalists concept of knowledge involves three things:

- a) Knower
- b) a thing to be known and
- c) the act of knowing

According to the rationalists the knower or learner is assumed to have the capability to attain the truth (the thing to be known) through ideas or reasons (the process of knowing).

According to this view, ideas do not exist outside the human mind. Although human ideas are accompanied by sense-images, it is only by the power of abstraction in the human mind and not by sensations that we attain the truth.

Thus, rationalists reject the notion that sensation is an important means to acquire knowledge and truth.

They argue to the effect that the evidence of our sense is misleading; however, the rational mind can attain the knowledge independently of the sense by deductive reasoning and intuition.

McGucken (1942) made the point clear when he says that no scientific laws or hypotheses can be formulated without the aid of abstract and universal ideas. As a matter of fact, science itself would be impossible without the power of abstraction of human mind. Rationalists presume that the spiritual or material is the key to reality.

Accordingly they take the position that human beings know objects only through ideas and reason the mind. They also hold the view that the real world is some thing transcended reasons and introspection acquires knowledge. But differently, introspection, reasons, contemplation and intuitions are the congeal methods by which understanding of the self and of the objective world – spiritual, immaterial and ideal is acquired. Confucius, Plato, Aristotle and Kant were the main proponents of the rationalist nation of knowledge.

Rationalists define the term curriculum as the subject matter to be taught and nothing else. They reject the definitions of curriculum as an experience or an activity. On the ground, these definitions refer to methods, not to the subject matter.

According to the rationalists, curriculum objectives are derived from philosophy. The objectives of curriculum must thus be ideal-centered.

They also believe that the content of the curriculum has to be determined by academic experts who have acquired (over years) the necessary skills, rules and modes of inquiry. Accordingly, the curriculum is to be developed in such a way that it becomes the reflection of the problem.

2. The Empiricists' view

Empiricism is one of the philosophies that give primary importance to nature. They give sensations a primary place in the process of understanding nature.

It is argued that through systematic observation, sense experience and experiment, human beings can acquire knowledge and understand nature. The search for truth, according to empiricists, becomes a matter of using all our senses.

Therefore, the method of obtaining truth is observation.

Empiricists take the position that since the material world is the key to reality, human beings know things within and through the sense organs. The mind itself is physical and subject entirely to physical laws (Brameld, 1955). This means that knowledge is presented to the mind directly from the world through objective methods of observation; therefore, it is the product of the interaction between the external stimuli and the mind.

Empiricists advance the view that true knowledge is to be acquired through the senses. They say human beings build a pattern of response by "stamping in" and "stamping out" connections between stimulus and response. In this sense, knowledge, which is presented to the mind directly from the physical or material world, is interpreted as body specific responses to external stimuli.

The empiricist curriculum planner utilizes the methods and cannons of the physical science. They start developing a curriculum by identifying and analyzing the precise activities of adult (activity analysis) after which the major objectives of the curriculum would be determined.

3. The Positivists view

Positivism is the philosophy that the only authentic knowledge is knowledge that is based on actual sense experience; such knowledge can come only from affirmation of theories through strict scientific method. The concept was first coined by Auguste Comet widely considered as the first modern sociologist in the middle of the 19th century and in the early 20th century⁴ logical positivism.

Logical positivism (later and more accurately called logical empiricism)

is a school of philosophy that combines empiricism; the idea that observational evidence is indispensable for knowledge of the world, with a version of rationalism, the idea that our knowledge includes competence that is not derived from observation.

According to Rashed, Roshdi (2007), the key features of positivism as of the 1950s, as defined in the received view, are:-

1. A focus on science as a product, a linguistic or numerical set of statements;
2. A concern with axiomatization, that is with demonstrating the logical structures and coherence of these statements;
3. An insistence on at least some of these statements being testable, that is an amenable to being verified, confirmed, or falsified by the empirical observation of reality; statements that would, by their nature, be regarded as contestable included the teleological; (Thus positivism rejects much of classical metaphysics).
4. The belief that science is markedly cumulative;
5. The belief that science is predominantly Trans cultural.
6. The belief that science rests on specific results that are dissociated from the personality and social position of the investigator;
7. The belief that science contains theories or research traditions that are largely commensurable.
8. The belief that science sometimes incorporates new ideas that are discontinuous from old ones;
9. The belief that science involves the idea of the unity of science, that

there is, underlying the various scientific disciplines, basically one science about one real world.

According to Harper Collins (1999); positivism is also depicted as "the view that all true knowledge is scientific and that all things are ultimately measurable. Positivism is closely related to reductionism, in that both involve the view that "entities of one kind are reducible to entities of another, such as societies to number, or mental events to chemical events." It also involves the contention that "processes are reducible to physiological, physical or chemical events and even that social processes are reducible to relationships between actions or individuals or that biological organisms are reducible to physical systems."

4. The Constructivists' View

Constructivism is articulated in the literature; situated cognition, anchored instruction, apprenticeship learning, problem-based learning, generative learning, and exploratory learning; these approaches to learning are grounded in and derived from constructivist epistemology.

Jonassen notes that many educators and cognitive psychologists have applied constructivism to the development of learning environments (1991). From these applications, he has isolated a number of design principles:

1. Create real-world environments that employ the context in which learning is relevant.
2. Focus on realistic approaches to solving real-world problems.
3. The instructor is a coach and analyzer of the strategies used to solve these problems;
4. Stress conceptual interrelatedness, providing multiple representations or

perspectives on the content;

5. Instructional goals and objectives should be negotiated and not imposed.
6. Evaluation should serve as a self-analysis tool;
7. Provide tools and environments that help learners interpret the multiple perspectives of the world; and
8. Learning should be internally controlled and mediated by the learner.

Jonassen (1994) summarizes what he refers to as "the implications of constructivism for instructional design". According to him the following principles illustrate how knowledge construction can be facilitated.

- a) provide multiple representations of reality;
 - b) Represent the natural complexity of the real world;
 - c) Focus on knowledge construction, not reproduction;
 - d) Present authentic tasks (contextualizing rather than abstracting instruction);
 - e) Provide real-world, case-based learning environments, rather than pre-determined instructional sequences,
 - f) Foster reflective practice;
 - g) Enable context-and content dependent knowledge construction;
 - h) Support collaborative construction of knowledge through social negotiation.
- Wilson and Cole (1991) provide a description of cognitive teaching models which "embody" constructivist concepts. From these descriptions, we can discern some concepts central to constructivists' design, teaching, and learning:
1. Embed learning in a rich authentic problem-solving environment;
 2. Provide for authentic versus academic contexts for learning;

3. Provide for learner control; and
4. Use errors as a mechanism to provide feedback on learners' understanding. Honebein (1996) describes seven goal for the design of constructivist learning environments:

1. Provide experience with the knowledge construction process;
2. Provide experience in and appreciation for multiple perspectives;
3. Embed learning in realistic and relevant contexts;
4. Encourage ownership and voice in the learning process;
5. Embed learning in social experience;
6. Encourage the use of multiple modes of representation;
7. Encourage self-awareness in the knowledge conduction process. An important concept for social constructivists is that of scaffolding which is a process of guiding the learner from what is presently known to what is to be known.

II. The relationship of the above mentioned learning theories and philosophical outlooks to active learning methods before looking at the relationship, it is essential to see the concept of active learning methods.

For most educators the term active learning has relied more on intuitive understanding. With regard to active learning (Meyers and Jones, 1993), and (Bonwell and Eison, 1993) stated the following:

- Active learning is a process whereby students engage in higher-order thinking tasks such as analysis, synthesis and evaluation. Cooperative learning, problem-based learning and the use of case methods and simulations are some approaches that promote

active learning. It involves providing opportunities for students to meaningfully talk and listen, write, read and reflect on content, ideas, issues, and concerns of an academic subject.

- Active learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which helps students to absorb what they hear, to short hand writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to real life situations and/or to new problems.
- Active learning is engaging students in doing something besides listening to a lecture and taking roles to help them learn and apply course material. Students may be involved in talking and listening to one another, or writing, reading and reflecting individually. It is often associated with the term "learning by doing".

Some of the active learning methods that are accepted and made use of by many scholars are:- Gapped lecture, project work, role playing, buzz group discussion, panel discussion, seminar, brain storming, think pair share, debates, case studies, write and produce a newsletter, concept mapping, problem solving, thematic analysis, cognitive analogies, hot seating, finger signals, puzzles, crossover, jigsaw, balloon game, diamond ranking, goldfish bowl, pair dialogue, presentation, ice breaker etc.

The relationship of active learning methods to the above mentioned learning theories and philosophical outlooks will be as follows:-

- It is difficult to relate active learning with the behaviorist's theory because it

deals more with animals rather than human beings.

- It has some relationships with the neo-behaviorists theory, because Gagne's eight characteristics lead to some active learning methods.
- It is related to Gestalts' theory, because his theory deals with problem solving approach which is based on an insight like that of active learning method.
- It is to some extent related to cognitivists' theory, because they focus on how the students gain and organize their knowledge.
- We are thinking of learning under normal conditions, however, the humanists' theory states that needs must be satisfied before effective learning can take place.

Relationship of active learning to philosophical outlooks

- The rationalists' view contradicts to active learning methods, because they reject the notion that sensation is an important means to acquire knowledge and truth.
- The empiricists' view is related to active methods, because they state that through systematic observation, sense experience and experiment, human beings can acquire knowledge and understand nature.
- The positivists view is to some extent related to active learning methods, because they state the idea that observational evidence is indispensable for the knowledge of the world.
- The constructivists view is very much related to active learning methods, because constructivists' view of learning based on anchored instruction, situated cognition, apprenticeship learning, problem-based learning, generative learning, exploratory learning, etc.

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አጭቅር . . .

ከገጽ 31 የተጠለ

በዚህ መሀል አዲስ አበባ የሚኖር የአካባቢው ተወላጅ ይህን ታሪክ ይሰማል። ሰምቶም በዝምታ ሊያልፈው ነሊናው አልፈደሰትም። «ይህ ጀግና ተማሪ ይህን የመሰለ ቆንጆ ነጥብ ይዞ በረዳት ዕጦት ምክንያት ተቀብሮ መቅረት የለበትም። ከቤተሰቡ ጋር ያገኘውን እየቀመሰን አስተምረዋለው።» በማለት ከሥፍራው ያስጠራዋል። ከአውቶቢስ ተራም ተቀብሎ የቤቱ እንግዳ ያደርገዋል። በአዲስ አበባ ዩኒቨርሲቲ የህክምና ትምህርቱን ሲከታተል ቆይቶ በደክተራት ማዕረግ የተመረቀው ያወጣት ዛሬ የግሉ ክሊኒክ ክፍቶ እኔና መሰሎቼ በንጠራው የማይሰማ ቀጭን ጌታ ሆኖአል። ደክተሩም ረዳቱም ያስቀናሱ፤ እግዚአብሔር የተመሰገነ ይህን - «ሃሌ ሉያ» አትሉኝም?

'የፈሺታ ተቆጭታ'

በአንድ ክፍተኛ የትምህርት ተቋም ውስጥ ነው ይህ አስደናቂ ድርጊት የተከሰተው። በቅድስት ማርያም ዩኒቨርሲቲ ኮሌጅ አለመሆኑን ግን ልገልጽ እወዳለሁ። ቤሆንም ኖሮ የምደብቀው አልነበረም። ቋንቋ ግለሰብ ለዩቅል ናቸውና። በመምህራን ማረፊያ ውስጥ ነው። ሀልገዜ ዕቃ ይጠፋል። በተለይ ሞባይልና ገንዘብ። ሌባውን ለመለየት ያልተደረገ ጥረት

አልነበረም። ሊጋለጥ ግን አልቻለም። አንድ ቀን እንዲህ ሆነ ። የአንዱ መምህር ሞባይል ይጠፋል። በርከት ያሉ መምህራን ስለነበሩና ዕቃው የጠፋበት ቅጽበትም ሩቅ ባለመሆኑ ባሰቡቱ በሌላ ሞባይል ወደጠፋው ሞባይል ወዲያውኑ ይደውላል። የሚገርም ነገር ተከስተ - የማይታመን። በማን ኪስ ውስጥ ሆኖ መጫወት እንደረመ ረ ብትሰሙ "ለውን ማመን ቀብሮ ነው" ትላላችሁ - እንደቀበሮ። ሞባይሉ ያንቋ ረረው አንቱ በተባለና በተከበሩ አዛውንት ደክተር ኪስ ውስጥ ሆኖ ነበር።

ያኔ "How a renowned professor like me could steal this gadget? . . ." ይሉና በቁጣ ተፈናጥረው ሞባይሉን ከደበቁበት ኪላቸው በማውጣት ለባሰቡቱ ይመልሱ። ታዲያ ጉብዝ - ሥርዓተም ይባል የእጅ አመል በማን ሲከናወን ይሆን የሚያምር? በርግጥ በማንም አያምርም። ይብሰ ደግሞ በተከበሩ ደክተር ሲሆን የመማርን ትርጉም እንጠርጠኝ ስለሚያወርደው ይበልጥ አያምርም። "Kleptomania" ይሉት ነገር አለ - የእጅ አመል። ማርከሻው ምን ይሆን? ዕድሜ? የትምህርት ደረጃ? ዘር? የታ? ሃይማኖት? . . . ወይስ ምን?

" S-26 "

መሥሪያ ቤቱ ውስጥ ወደ አንድ ወዳጅ ቢሮ ጉራ አልከ። በሆነ አጋጣሚ የቤተሰብ ቁጥር እንደ መነጋገሪያ አጀንዳ ይነሳና ስንት ልጆች አሉህ? አለኝ። እኔ ደግሞ ከአለ ነገራ እንኩዋንስ ጠይቀውኝ የልጆቼን ብዛት መናገር ደስ ይለኛል- ለወተት የሚሆን መሃያ የሚቆርጥልኝ የማገኝ ይመስል። ወዲያውኑ ታዲያ ሰባት" አልኩት ሦስት ጨምራ ክፋኛ ሲደነግጥ ታየኝ።

Some Insights

continued from page 5

be treated in a more scientific and systematic manner.

Based on the facts on the ground, there are two major divergent views on listening. Thus, in this sub-section these two divergent views will be compared and contrasted to draw the attention of language teachers to the differences so that they can make informed decisions in their classrooms.

2.1 The listener as a Tape Recorder -vs- The Listener as an Active Model Builder

This comparison on the two major views of listening was made by Anderson and Lynch (1991). Accordingly to the 'tape recorder' analogy, a listener is viewed as a passive recipient, storer and replayer of information. And for this to happen, the audibility of the input (linguistic information) is deemed as the only necessary condition. L₁ listeners are considered more efficient and thus compared with high quality reel-to-reel tape recorders, whereas L₂ listeners are less efficient and thus are likened to low quality tape recorders.

An obvious problem with the tape recorder analogy is that it assumes the possibility of hearing, memorizing and later on retrieving information without understanding what it means (Ibid). Singers, who listen to a foreign music and replay later with the same accent and pronunciation, could be cases in point that show the problem with the analogy. It is almost impossible to say that they have listened because there is little or no understanding involved. In the same way, people may listen and understand to complex instructions and perform tasks accordingly well but may not reproduce what they have listened to. Therefore, we can say that the tape

recorder analogy doesn't sufficiently explain the whole process of listening.

On the other hand, the active model builder analogy asserts that listening is much more complicated than mere hearing, recording and replaying of information. For successful listening to take place, the spoken message we have heard must be consistent with "what we believe has just been said and with what we already know about the speaker, context and the world" (Ibid: 11)

According to this view, the spoken message heard simply triggers the process of listening, yet it alone doesn't suffice to bring about complete understanding of the message. Rather, based on the spoken message, the listener activates their background knowledge of the topic (for example, hunting, democracy, old age etc.), context (for example, friendly conversation, sermon, press conference, lecture etc.) and the world. This could also mean that effective communication does not take place if a listener is totally unfamiliar with the topic, context and/or other knowledge even though the message is adequately heard without any linguistic difficulty. Likewise, since the background knowledge of listeners is varied, the interpretation of different listeners on the same topic heard could also vary.

2.2 The Bottom-up -vs-the Top-down Processing Model

These views of listening try to explain where the process of listening starts, develops towards, and ends on. Brown (1990) makes an interesting comparison between the two.

According to the bottom-up-model, listening is a series of recognizing phonemes to identify the morphological structure of a word, then a phrase and finally a sentence to come up with meaning. In other

words listening is built from the bottom up and every bit of the linguistic information heard is deemed important for the listening process.

While recognizing and identifying sounds and words in a sentence is unquestionably important for comprehension, it may not be necessary with all words and phrases. Researches show that listeners are able to decipher the meaning of sentences in which some words are missing as long as they are provided with sufficient speech to understand (Ibid). In the same way, listeners encountered problems to identify consonants and vowels in a series of some incoherent words they were given on tape. (Ibid)

As opposed to the bottom-up model, the top down processing model views listening as a process which requires the activation of various knowledge; viz, knowledge of the context of the utterance, the speaker, topic etc to monitor spoken messages to confirm the listener's expectation (ibid). In other words, even before linguistic messages are uttered, the speaker knows a lot about what is to be said based on prior knowledge of the speaker, topic etc. Thus, the process begins at a more general level and proceeds to the linguistic aspect of the spoken message, according to the model.

We can draw similarities between the taperecorder analogy and the bottom-up processing model; and between the active model builder analogy and the top down processing model. The former two recognize listening as a skill that demands the processing of linguistic information divorced from other kinds of knowledge. In addition, the role of the mind in interpreting linguistic information based on various background knowledge is overlooked. In contrast, the latter two emphasize the interplay of linguistic and non linguistic knowledge, and stress

the role of the brain in interpreting spoken utterances.

While research endeavors to reveal the exact process of listening are still underway, a language teacher can draw some lessons from the above discussion; that listening is an active and reflective process which seems to be a better explanation, and that it needs good heed on the part of teachers and students as well.

This doesn't mean that the bottom-up model doesn't have anything useful to draw from. Especially for EFL/ESL learners, the problem of oral recognition of sounds and syllables could be more pronounced and practice in this area might be necessary for better outcomes.

Most importantly, it is the teacher's perception of the listening process that makes learners active participants or passive recipients. And therefore, selection of exercises and tasks for listening must be done carefully.

3. How to Approach the Teaching of Listening

The way a language teacher approaches the teaching of listening depends on a number of factors. The need and background of students, their age, availability of listening texts and equipment etc are but a few. Thus, there can not be one prescribed way of teaching listening that could be effective for various learners.

However, a teacher's knowledge of the listening process is a crucial factor in helping students become good listeners.

A teacher who is well aware that listening to taped speeches is "doubly decontextualized" or "twice removed from setting and the speaker" (Turner, 1995:10) knows what to do to lessen the burden and frustration on the part of the learners. The absence of a speaker to be seen

does not enable learners to utilize paralinguistic clues which assist comprehension. It is also difficult to guess where and for what purpose the conversation or speech is taking place. That's why we say listening is twice removed from the speaker and context. Turner (Ibid) suggests that teachers do the following to compensate for listening difficulties and assist comprehension.

- i. informing learners about the process of listening
- ii. creating the setting and familiarizing students about the speaker
- iii. taking care of not to adopt a testing rather than a teaching approach

An important aspect in the teaching of listening worth further discussion is avoiding a testing kind of approach in the listening classroom. Brown (1990) explains why this kind of approach has little effect on improving listening. He argues that in such kind of teaching students will be deprived of the opportunity to practice how to process information. They are left unguided to fend for themselves and make out ways of how to cope with it. It is not difficult to imagine the adverse effect of such an approach in L₂ listening classrooms where students' linguistic knowledge is low.

An equally most important aspect that teachers of listening need to take into account is the fact that learners listen below capacity even in their first language. The experiment Rivers and Temperly (1978) conducted strengthens this fact. According to the study, target adults recalled only 20% of the broadcast information they listened to before they were informed that they would be tested and they recalled 28% of the information after they were made alert of the test. Similarly, it was found out that college students understood only 50% of the lecture they had attended. When it comes to

listening to taped speech in FL/SL, it is reasonable to expect a much lower percentage due to the language factor. Thus, expecting higher comprehension is unrealistic and probably demotivating. Brown (1990) also warns that students shouldn't expect or be expected to attain full comprehension.

Instead, the little success students attain should be appreciated so that they become more motivated to achieve better understanding.

4. Authentic or Non Authentic Listening Texts?

The advantages of using authentic teaching materials are highly emphasized in some language teaching methods. The Communicative Approach to Language Teaching, for instance, puts the usage of authentic language data at the center stage. But whether or not the exclusive usage of authentic language data is necessary is much debatable.

In teaching listening, teachers are also confronted with making a choice between using authentic and non-authentic listening texts. Although the decision depends on a number of factors, the language teacher should note the advantages and disadvantages of both kinds of texts.

Rixon (1986) provides detailed explanation of the advantages and disadvantages of these texts. According to her, authentic texts are useful, for they are 'real' or 'slice of life' and provide the linguistic data students need for real life communication. On the other hand, such texts are disadvantageous in that they are difficult to comprehend especially for low graders. In addition, authentic texts do not enable teachers to focus on specific language items, for they are not made for such purposes.

In contrast, non authentic texts oversimplify the linguistic data and other difficulties that learners encounter in real life listening situations (ibid).

While the simplified texts promote understanding and the motivation of learners, obviously, they alone do not guarantee success in listening.

In addition to recorded materials (authentic or non-authentic), teachers could also use live presentations to teach listening.

The possible advantages of this method are that students get paralinguistic clues like gesture; there is no need of equipment; adjusting the level of difficulty of the speech is possible etc, Underwood (1993:95)

5. Formal or Informal Language?

Whether to teach formal or informal or both types of languages is another point teachers have to make a choice on. Underwood (1993:7) advises that "teachers must decide based on the frequent listening situations their students encounter in their lives and the type of language [in which] they need to be efficient communicators." However, this may not mean that listening situations and language types (formal or informal) that are less frequently encountered should be neglected. The best way to help students be all rounded and effective communicators is to bring in variety of language forms and situations to the classroom. Since all language skills are used in an integrated way in real life situations, it is wise to blend listening with speaking, and writing with reading skills.

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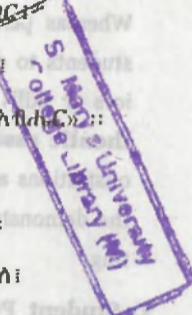
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«ሰነፍና ጉበዝ»

ሰነፍና ጉበዝ ስናስተውላቸው ፣
እጅግ የሚገባ ልዩነት አላቸው፤
ሰነፍ ልክስክስ ነው ሥራ የሚጠላ፤
አንጅራ በወራ ገዝቶ የሚበላ፤
ለሚሠራ እንቅፋት እኛን አሚክላ፤
ጉበዝ እንዲያ አይደለም ሥራው ለየት ይላል፤
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ከመብልም ከወሬም ሥራን ያስቀድማል፤
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ብዙም የማይደላው እንደ ጅብ ነበረ።
ከዕለታት አንድ ቀን እጅግ ተባብሶት
ርቦት ሲቸገር፤
የሚቀምሰው አጥቶ በየጠኛው ሲዞር፤
አንዳች የሚሰክፍ አላገኘም ነበር፤
ጅብም ወደ አምላኩ እየተማለለ፤

«አብላኝ አባክህን እራብኝ» እያለ፤
ሳይሰለፍ በመዞር ፍለጋ ቀጠለ።
ዘወር ዘወር ሲል ሽቶ ልቀቃሚ፤
ጥንቸል ስትዛለል እዩ ባጋጣሚ።
በዚህ ጊዜ ጅብም በደስታ አነጋገር
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«ይህን አስተውሎ አሰብኝ እግዚአብሔር»።
እያለ አጅራ በልቡ አያወራ፤
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«ዛሬን አውጣኝ፣ አውጣኝ፣ አድነኝ» ትል ነበር።
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Useful Tips...

© continued from page 6

2. Authentic Assessment

Whereas performance assessment asks students to demonstrate certain behaviors or skills in a testing situation, **authentic assessment** takes these demonstrations a step further and asks that the demonstration be in a real-life setting.

3. Student Portfolios and Narrative Descriptions

Closely related to performance and authentic assessment is the use of **student portfolios**. Many of us are already aware of the portfolio process which has been used in various fields of the visual arts for a long period of time. It is common practice for painters, graphic designers, and cartoonists, for example, to select illustrative pieces of their work and organize it into a portfolio which can be used to demonstrate their abilities to potential clients or employers. Some schools have students develop portfolios to both assess and report students' achievements. The portfolio in the schools consists of a sample of artifacts, journal entries, and reflections that represent what students have done and can do across the subject areas they are involved.

4. Assessing Group Effort and Individually Contracted Work

In cooperative learning procedures, students are awarded points and grades for their team and/or individual works. These procedures hold good potential for reducing the destructive process of comparing students with their peers and for reducing excessive competition. There is also more and more interest among educators today in using criterion-referenced evaluations. For instance, the creators and developers of mastery learning or individualized prescribed instruction (IPI)

have shown how learning materials for some subjects can be broken down into smaller units of study and how students can be given the opportunity to work toward a specific objective (criterion) until they have mastered it. Grades under these systems are determined not by comparing students with their peers but by the number of objectives they have mastered.

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Indirect Learning...

© continued from page 10

2.3 Power of Imagination

There was a first grade student who stood in front of his friends to tell an adventurous story of a famous animation movie 'Batman'. As the boy was totally immersed in this adventurous story, he had to pick a number of onomatopoeic expressions that existed neither in the English nor Amharic vocabulary such as 'boom', 'Uvv..', 'Shhh..' etc. One can imagine the role of these imaginary words in enhancing the fluency of the young story teller. He doesn't take time to pick conventional English dictions to substitute his imaginary words, which of course gave life to his fantasy narration. For Wajnr (2003), stories are the most naturalistic means of learning.

What is a reality for an adult language

teacher might not be a reality for the young learner mentioned above.

The boy capitalizes on all those acts of fantasy and imagination with ultimate purpose of communicating ideas.

The gap of reality does also exist between these two bodies, the boy and the teacher in the way the boy illustrates the character's physical appearance and super human powers. Nevertheless, these imaginary expressions could build the learners adjectives and verbs as he tries to make use of as many intensifiers, modifiers and action words as he could so as to meet his adventurous communicative demand.

2.4 Games

Games are the other important tools of indirect learning for young learners. A teacher could invite a group of young learners to follow his/her utterance and gesture to take actions accordingly. For instance, a group of learners from a class could be made to take the appropriate roads following the teacher's utterances of direction words. This way of teaching indirectly could turn to be more natural, competitive and entertaining if for instance it sorts out participants who fail to perform accurately.

This activity appears to be a mere game for the children but it is an important means of teaching them direction words. This entertaining activity could be extended to a 'yes' or 'no' question that could involve the entire class. This method is an identical way of exploiting our learner's **affective strategies** which lowers their anxiety during language classes.

Let's not forget that games have a central role to play in the life of the young learner. Turning this natural developmental task of the child as an important input of indirect learning bears a promising reward ultimately.

3 Teacher's role in indirect language learning

There are many reasons why the teacher should rely on the needs of their learners to build up an effective indirect learning system. For one thing, as mentioned above, what appears to be realistic and interesting to them might not be so for their students. This suggests that they need to make a serious needs analysis in such a way that their students could involve in building up a suitable supportive syllabus. By doing so, they could be able to encourage their **Meta cognitive Strategies: Centering one's learning**.

To be Continued on page 36

Achievement Tests. . . .

continued from page 9

...it compels course designers to be explicit about objectives, it makes it possible for performance on the test to show just how far students have achieved those objectives and this puts pressure on those responsible for the syllabus and for the selection of books and materials to ensure that these are consistent with the course objectives. Tests based on objectives work against the perpetuation of poor teaching practice, something which course content - based tests, almost as if part of a conspiracy, fail to do. (1991: 11)

It is inevitable that the basis of teaching is the objective, therefore, testing should also be based on the objectives in order to crosscheck whether they are met or not. Brown (2001) says that the primary role of achievement test is to determine acquisition of course objectives at the end of a period of instruction.

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Why do Students . . .

continued from page 11

transmitted among individual students. I get very frustrated with those students who do take mathematics as common course; most of them do not have an appetite for it. They come to start class in an absolute conviction that they are totally illiterate in the subject. One of the main reasons is that they have no good background starting down from the bottom to upper classes.

Mathematics is VERY heavily dependent upon previous materials and knowledge as well. If you can't do arithmetic, you can't do fractions. If you can't do fractions, you can't do algebra. If you can't do algebra, you can't do trigonometry. If you can't do trigonometry, you can't do calculus. You don't go on to the next step until there is a mastery of the previous stuff. Sequence is very important. The later depends on the former, in short. If you miss one, you miss many others.

Mathematics and language are similar in one way that makes them very different from other subjects, for example, history. In history, order may not crucially be important as in math and language. There is nothing inherent in the subject that makes it necessary to study Ancient Egypt before studying the Second World War. But in language, you need to know the alphabet before you can read. You need to listen before you speak, read before you write.

This indicates that maximum effort should be exerted during the lower grade levels. At that level it is simple to transform mathematics to a joyful

play, to get the children involved in it through feasible learning techniques while playing and enjoying. Game is one of the best ways to convince children (even including grown ups) that at the end math is interesting and a fairly friendly challenge. Some of these exercises are some times used as an ice-breaker in Mathematics classes for adults, but they are especially useful for children, to impress them, and to show them that math is NOT BORING, but is really ENTHUSING!

The problem of applying doable teaching techniques is a challenge to most teachers. The practical application of some mathematical concepts may be viewed in some other subjects ahead of semesters.

The usual advices that I most often give to my students to get in touch with math and become friendly are:

- As a minimum advantage, studying mathematics will help to discipline the mind as our body requires a regular exercise to be strong physically. Doing mathematical exercise will help our mind to accept any challenge in real life and try to find solutions in different directions.
- Mathematics is a common course in colleges and compulsory subject in schools (whatever the reason is!), hence, there is no place to HIDE! No exemption. So why don't we accept the reality and challenge it in a new mood?



An Overview . . .

© continued from page 9

day youth is highly exposed to the ideas, traditions, philosophies and outlooks of the western societies. These foreign elements which characterize the west are virtually enveloping the entire globe and fast reaching even the remotest small communities.

The total effect of this influence is becoming more apparent and compelling as well. In some communities, it has reached such a level to endanger the continuation of the existing traditions, cultures, and customs that have been active for generations. It is posing a major challenge to the very identity of communities particularly in more urban areas like Addis Ababa. The import routes of the western traditions are so diverse and all encompassing that it is difficult or almost impossible for a community to keep itself out of the range of those influences. It could be in the form of motion pictures, commodities, advertisements, pop or rap music, soccer game and many others which bombard the communities.

The role of social institutions such as kinship and religion and their effectiveness of checking these menaces are highly diminishing. Most parents fail to be a good role model of how to become an exemplar traditional father and mother while they bring up their children and in some cases the practical example they set are in direct contrast to the values desired to be achieved. Furthermore, they are usually unable to provide their children with appropriate and adequate answers when they ask questions related to their rights and duties as citizens. Presently, the family seems to have involuntarily resigned from its role of being the most vital part and initial center or 'school' of learning for children as well as the youth and consequently of being a help in shaping the future generation in such a way that they will confidently tackle their problems.

It should be this lack of mindfulness and concernedness on the part of parents that must partially be responsible for the rapid degenerating of the past good trends and unless the situation is given due attention, it will probably remain as threatening as ever in the future, too. Though a family is the smallest unit in any society, nonetheless, it is the most crucial institution. It is considered to be the most effective socializing agent in regard to introducing, inculcating, and

transfer of knowledge is in effect.

The interplay and consequently the cumulative effects of these interrelated and interdependent national and international factors diversify the modes of life as well as values and outlooks of a given society.

It brought about numerous cultures together with their institutions such as religious beliefs and practices, community organizations and their respective value systems to co-exist. Subsequently the Ethiopian community which was characterized by the prevalence of a single and strongly upheld code of behavior, where conformity was monitored by various built-in institutions and mechanisms of the society, where obedience was rewarded and deviance was punished, where there existed one role model to all stages and every aspect of life and the like, is becoming a astonishingly loose in this regard.

The socio-economic cultural status of the youth in a given community is an indicator of the general wellbeing of the larger society. It serves as a barometer to gauge the internal strength of a particular society and its potentials to sustain and overcome contrary influences and preserve itself in the future and steadfast in performing its obligations.

The chief characteristic of the youth is its inherent nature to seek changes that oppose the prevailing established traditions and status quo. It is prone to accept and advance fresh ideas in the society.

Naturally, therefore, the impacts of such widely held global outlooks as noted above have particularly more profound effect on the youth. Conforming to the corresponding line of thought is more important and expected while inclination and diverting to the 'old ways' is considered to be unsuitable for the youth.

As a matter of fact, the youth is the most dynamic section of the society. It raises questions on the existing traditions, customs and practices. It seeks reasons for every feature and phenomena of the existing status quo. It puts the existing practices under a rational scrutiny and needs to obtain a logical explanation to keep and observe the prevailing beliefs and to continue in the footsteps of its fathers and forefathers.

As per the diversity of challenges discussed above, there need to be multi-dimensional and holistic approaches with the aim of solving the current problems

It requires the involvement of all stakeholders and the society at large in regard to mobilizing resources, selecting appropriate strategies and approaches to effectively address the challenges. Arranging workshops and discussion forums among scholars and the youth aimed at how the needs of the youth could best be addressed and identifying appropriate strategies should be given an attention at any level.

It also calls for an effective work of social institutions such as the family, schools, religious organizations and the like to gratify the needs of the youth; in addition, it requires a prompt intervention of educational institutions such as schools, colleges, and universities which strive to build an educated society through knowledge transfer in such a way that the youth is sensitized about their national responsibilities. In light of this, they could be offered courses on Ethiopian history, cultural heritage, the importance of saving and industriousness; it requires taking care of yourself in keeping your promises, respecting laws and other social values like protecting public properties, environment, historical and cultural heritages, and carrying out your responsibilities properly. To this effect, it is very necessary to organize workshops and involve individuals who are respected and considered by the society to be role models for the youth to follow and emulate. It needs the availability of adequate human and material resources, appropriate system of monitoring to help it function effectively. It also requires promoting the establishment of numerous organizations, clubs and youth associations and organizing festivals which help create discussion forums for the youth to address their needs and problems so that the concerns are voiced in an audible tone.

The aforementioned points are but few suggestions that could be forwarded at this stage. Understandably, it is not easy and smooth task to accomplish those proposals. It is indeed an agonizing journey to embark on. It calls for a careful planning based on appropriate studies, step by step implementations and demands unfaltering efforts of all the concerned parties of the community and individual organizations. It is pretty certain that the process is likely to be entangled with numerous challenges and obstacles. Nevertheless, we all have to contribute our share for the revival of good cultural practices and social values whatever the challenges might be.



Special Interest Group . . .

continued from page 14

But eventually, some of the programs which seemed to be genuinely designed for the betterment of women's life ended up with serving as a pretext. Every policy or program of the Derge aimed at consolidating the gains of the revolution

to bring strong socialist Ethiopia. So, in the final analysis, REWA became an instrument of the Dergue to mobilize and use the mass, including women to the realization of its own objectives. Leaving aside its objectives, gradually REWA became a partner to the government.

Gender Mainstreaming after 1991

After the downfall of the Dergue, for the first time in Ethiopian history, various political and national organizations, by setting aside their differences, formed a transitional government. Here, accepting peace as their main principle of governance was a period of relief to all Ethiopians, especially to women.

Before the establishment of the Federal Democratic Republic of Ethiopia in 1995, the Transitional Government formulated a national policy on Ethiopian women in 1993 in which all regions and ministries were represented.

The policy focused on what the government ought to do for women and its obligations to give its unreserved support and create favorable conditions for promoting women's interests. Moreover, the policy approved the fact that improving the living condition of women would make them fully participate in the efforts of the development of a nation on equal terms with men.

In the strategy for implementing the policy, the government practically gave legal protections and recognitions to women's efforts which actually encouraged them to participate and benefit from the political, legal, economic and social share of life. For this, the government established women's Affairs Office in the office of the Prime Minister. Other offices were also established at the regional and ministerial

level. There are also independent associations and NGO's that work for the equality and development of Ethiopian women.

The main difference between the governments before 1991 and after 1991 is the level of institutionalizing gender issue.

The Imperial regime had one unsuccessful women association at the central government level. Derg had REWA everywhere but could not actually bring the issue of gender equality into the fore. The current government, starting from the transitional period, has institutionalized gender issues at all government levels. Now there are gender ministry, gender office at each and every ministry, regional bureaus, zone and *woreda* and *kebele*. In addition to this, there are lots of non-governmental organizations that are working on different gender issues.

From the ministries, for example, there is a gender bureau in the Ministry of Education, whose major responsibility is making the education system to be gender sensitive and inclusive.

The Education and Training Policy (1994) states that, "Education will be geared towards reorienting society's attitude towards the value pertaining to the role and contribution of women in development."

Among other things that the Ministry did to mainstream gender in the education system was including gender issues in the process of improving the quality of education. This is mainly because the ministry has realized that education

quality could be achieved, among other things, if gender equality and equity is achieved first. To this end, the Ministry designed a program known as Educational Quality Improvement Program (EQUIP) with the help of the Netherlands government. EQUIP primarily aims at enhancing quality and relevance in education. In EQUIP, there are different interest groups on different areas that try to bring about quality to the education system in Ethiopia. The main interest groups are SIG on ICT, SIG on Gender,

SIG on Course and program design and review, SIG on student assessment and instructional skills, etc. This shows that even though institutionalizing gender issues is very important because it is mainstreaming the issue in the laws, policies and programs, the interest and good will from the society and government are vitally essential factors to bring equality and equity. On the realization of this fact, the MoE through its EQUIP program made one of its special interest groups to be on gender because equality and equity includes sharing of resources and empowering women which need, among other things, interest and will of the society. The Ministry believes that it is not possible to achieve educational quality without addressing gender issue. i.e., without bringing gender equity and equality in the nation, educational quality is unthinkable. So the vision of SIG on gender is to bring gender equity and equality at the national level.

SIGG and SMUC

In order to fulfill the vision of the MoE, the majority of public higher education institutions need to become members of SIG on gender. In this regard, the only private higher education institution that has been an active participating member of the national SIG on Gender group is SMUC. St. Mary's University College became a member of SIG in 2007. To take one level up the effort of this interest group, SMUC established SIGG (Special Interest Group on Gender) office in the University College with numerous duties and responsibilities. The reasons for the establishment of this interest group on gender are to create gender sensitive academic and administrative community at the UC, to fight against gender subordination and discrimination in the UC, to empower female students and staff of the UC, and to support the effort in bringing education quality at the University College's as well as the national level. The vision of SIGG of SMUC is to ensure gender equity and equality of the highest standard in SMUC. This vision could be achieved through alleviating

The Mother of Imperfection...

Continued from page 19
world out rightly deprive us of the benediction of divine spirits.

As a matter of nature's endowment, we have been lucky enough to have varieties of many things. The fact that you are white person was originally meant to give you a chance to positively use the difference from the black or the yellow; by the same token, the fact that she is black was meant to contribute her share of beauty and intelligence for the betterment of life on earth, not to split her head by the trauma of inferiority complex, for being white or black or the mixture of two or more is beyond the right of choice of human beings, except the voluntary hybridization of races and ethnic groups through intermarriages or so. In this regard, it is quite ridiculous if a person abnormally reacts to their origin of race or religion, culture or tribe, sex or the like, for they can't have any input in their natural constitution. And most surprisingly people forget that those ephemeral fixtures of color and/or racial make up will soon wither away.

Then, what are we to be puffed up with what we are, with what we have, with what we do if we are like a cloud that vanishes within a time span of an eye blink? If we believe in logic, it is quite easy for us to identify our racial or ethnic group. Knowing our racial group, as knowing our blood type, helps us to trace back our genealogical history. Whichever way we prefer to go back to the prehistoric era, be it religion or science, we are likely to get only two sexual human beings, from whom all the people of our planet have descended. If the population of the world today numerically shrinks, from around seven billion to two, what we get at the base would be the ancestral pedigree of human race. Therefore, to an enlightened citizen of our planet the race or the color of a person can by no means be a cause of conflict, unless there is any other hidden motive the pretext of which may be attributed to selfishness or ignorance or most probably both along with other related psychodynamics. By the way racism is one of our chronic diseases for which no medicine has been invented yet and it is defined as:

"... The lowest, most crudely primitive form of collectivism. It is the notion of ascribing moral, social or political significance to a man's genetic lineage-the notion that a man's intellectual and characterological...

his internal body chemistry which means in practice, that man is to be judged, not by his own character and actions but by the characters and actions of a collective of ancestors. (Ayn Rand)

This outstanding lady philosopher keeps on saying that racism *"like every form of determinism... [it] invalidates the specific attribute which distinguishes man from all other living species: his rational faculty. [It] negates two aspects of man's life: reason and choice or mind and morality, replacing them with chemical predestination."* (Ibid)

Therefore, it is simply ignorance to fight based on racial differences, differences which are beyond our control.

One major problem we have in regard to our diversity is that we lack wisdom to positively make use of it. Now we should regret that we have missed a great many chances and have turned our planet into hell. And as long as we stay adamant not to bring about positive changes for our better future, the status quo will remain as it is. And the saying, "History repeats itself" will remain as the consoling national anthem of many nations as ever. Nothing is old as nothing is new. Nonetheless, let's remember that the future is in our hand, if we like. And we should understand that most of us need cognitive therapy and let's not forget also that amongst us there are some who are suffering from serious mental sickness and hence need psychotherapeutic help. First and foremost, it is very important to understand that the people of the world are suffering a lot from an absolute lack of love to one another. Frankly speaking, unless we tend to cheat ourselves, there is little or no love on our planet. The books have said it. You can start from your own home, with your wife or husband, children, neighbors, workmates, authorities, et cetera. Are you sure you really love each other? Check yourselves and try to find if there is anything missing in this regard. I would like to remind you of this quote: *"You must love Lord your God with all your heart, with all your soul, and with your entire mind. This is the greatest and the first commandment. The second resembles it: you must love your neighbors as yourself. On these commandments hang the laws ..."* (The Holy Bible)

Be it Christianity or Islam or Judaism, or any other conventional religion to my knowledge, none of them preaches its congregation to hate each other nor sows rebellious seeds among the followers of different religions. Any religion is quite perfect, especially at the time of its establishment. In principle, no

religion seems to have a desire of seeding havoc and harvesting catastrophe. I do also believe that every one understands the old proverb which says, "As ye saw, so shall ye reap." Therefore; there must be something that has gone astray that is disturbing the balance of the seesaw. The enemies of planet Earth well know that the simplest way to destabilize the world is to pierce the iris of love so that darkness reigns and as a result of that there will be discord and violence amongst people. This is what is happening now. And as a matter of fact, violence begets only violence.

Lack of love is basically the common denominator of all evil actions and inactions. We can have a number of hypothetic dysfunctions related to this chronic problem: if they hate us, we are terrorists. If we hate them, they are vampires. If you hate me I am idiot, if you dislike him he is treacherous; if you hate her she is the ugliest woman on earth though she might be 'miss world' in one of the global beauty contests; if you don't like us we are the most arrogant people the world has ever seen hitherto; if you dislike them, they must be crazy and perhaps they are conspiring to give you the sack for your being seen with someone they are not on good terms. If you don't love her you may spare her within days, for she automatically turns to be unattractive. By the same token, if there is no love amongst you and your friends, alas for the cord of your relationship. In that case, there is a high probability for the eruption of Armageddon.

On the other hand, if the love we have amidst us is a sort of infatuation based on obsession or possession, it may equally be dangerous as hatred. If you love someone in this regard, they are saints, to whatever degree they might be devils in reality. If they love you, you are merciful though you may be the opposite. If he loves her, she is honey or sweetie. In general, all sorts of benefactive and malefactive adjectives are superfluously tagged in either cases in times of love and hatred. But to a sane citizen, it is wise to avoid both extremes and be a fairly loving being, just to love each other without any mundane precondition. When that happens, you are me and I am you. My wound is yours and yours is mine. It is only then that egocentric pronouns and adjectives like *I* and *my* will give way to the plurals of them. It is then that all the wedges which have been splitting us will be broken into pieces.

Please read the following quote about love if you believe in prophecies of the Holy books:

You will hear of wars and rumors of wars: do not be alarmed, for this is something that must happen, but the end will not be yet. For nation will fight against nation, and kingdom against kingdom. There will be famines (plagues) here and there. All this is only the beginning of the birth pangs . . . Men will betray one another and hate one another. Many false prophets will arise; they will deceive many, and with the increase of lawlessness, love in most men will grow cold. (The H. Bible: Emphasis added)

One may not exactly tell as of when did love start to wane on Earth. But since the time that ". . . Cain set on his brother Abel and killed him," for the first time in the history of killing, according to the Book, just because Abel had pleased his God, the blood of that innocent fellow has been crying eternally through us, who are the heirs of every generational curse and/or blessing. For the dismay of human history, and other sane intergalactic cohabitants in the Universe, we human beings couldn't manage to stop the killing spree and the inherited woe of the brethren Cain and Abel. Rather, we have increased the magnitude of the conflict and the efficacy of our whips so that we can severely lash our brothers and sisters in order to maintain the continuity of the crying blood.

Let's go back to our beginning. "When education goes wrong, nothing can go right." What a fascinating saying. What do you think of our educational systems all over the world?

Do you think Id Amin Dada of Uganda, Mobutu Seseseko of Zaire (DR Congo), Kamuzu H. Banda of Malawi, Mohamed Siad Barre of Somalia, Samuel K. Doe and Charles Taylor of Liberia, Jean B. Bokassa of Central African Republic, Robert G. Mugabe of Zimbabwe, Kenneth Kaunda of Zambia, G. Eyadema of Togo, Lansana Conte of Guinea, . . . and hundreds, if not thousands, of others, do you really think are illiterates? Can you imagine that these leaders, most of whom ruled their respective countries, willy-nilly, for more than 30 years, have somehow gone through the educational system of their nations, at least to the level of completing their secondary school? Then, if these 'beloved' citizens of our planet are said to be the 'cream' of their societies in many aspects, to the extent of 'shouldering the historical responsibility' of a highest political portfolio, and if these brothers (surprising enough not to have even one notorious sister) have learnt about the so called "fraternity, equality, liberty,

democracy, universal suffrage, autonomy, human and citizenship rights, . . .", how on earth could they forget all those basic necessities of a society when they accede to power? What kind of virus had deleted or corrupted their hormone, the hormone that would have helped their superego to properly function?

From the psychoanalytical point of view, albeit the majority of world leaders are offshoots of the same trunk, it is worth mentioning that there are few selfless individuals that climb up unto the apex of leadership, and try their best to check the avarice of the egoists. But such people are very rare and usually become victims of various conspiracies and at times they may be assassinated even before they properly assume their position.

Leaders of such altruistic nature are like stars that illuminate the darkness with the glamour of hope. These enlightened citizens, who might be likened to a shooting meteor, well know the essence of their coming to this planet and give their light to those who are badly in need of.

Though it is too early to say anything, that outstanding Afro American, Barack Hussien Obama, whom many admire him of his preternatural intelligence, is one of those historically lucky people who ought to earn the Chinua Achebe's title to one of his books, "A man of the people" in its real sense, not in a satirical way as the book depicts. Many of us prettily recall how this Afro American had changed the nasty politics into a pop and rock music to the extent of attracting the attention of the entire population of the globe, most probably even beyond. Irrespective of hemispheres, or racial and ideological blocs or religious and secular groupings, with the central motto of *change*, he twisted millions of brains towards one direction - CHANGE. To remind you of just a point about this extraordinarily charismatic President, he is simply the world, who might have been prescribed as an antidote to our throbbing pains by an Almighty and thereby to epitomize an exemplar blend of human being; He is a melting pot of races, religions, colors, cultures, and civilizations. We never know how the Patron of this planet works. When we expect Him this way, He prefers to come through that one. He always does His job mysteriously. Any ways, the global reaction from the onset to the final stage of the presidential election conspicuously witnessed, even to the extent of observing die hard conservatives compelled to re-landscape their mind in favor of Obama that our planet is

impatiently looking for a genuine change. And if a change must come, many believe that that change should appear first in the US, for the role of this superpower is believed to be indispensably high in bringing about peace and stability to this world on condition that the rein is in the hands of sagacious people who are free of any lunatic hallucinations.

That said; let's move to another vital point worth mentioning here; it is something about what is awaiting those rational leaders of the world today.

As mentioned earlier, the two major centrifugal and centripetal forces that have been influencing the journey of our entire world are said to be in their highest level of polarization now. They have reached to a situation in which they can no longer live side by side as ever. Remember the benign and malign spirits mentioned earlier.

Let's minimize it for the purpose of clarity. From the very beginning there have been two mutually opposing men. Both of them are now sleepless in a more active manner than before. The former is busy of constructing, while the latter is tiring of destructing what the former has constructed. The former pacifying and reconciling the quarrelling people, the other exacerbating ordinary squabbles and stoking up new conflicts; the former inventing and innovating useful technologies for the simplicity of life on earth, the latter destroying useful instruments, at the same time inventing, innovating, and distributing destructive weapons. The former is exhaustively engaged in constructive activities while the latter toiling in spreading hunger, diseases and poverty, depleting non-renewable resources, creating wars, etc. This has been the reality hitherto, and it will remain as it is until the time of defeat for the evil comes sooner rather than later.

We are drifting to that final scenario, willy-nilly. Currently, every sign worldwide is openly telling us the inevitability of the deluge before the golden age comes into reality. Time of winnowing and ferreting out the seed from the straw is coming. The age of destruction, the age of the great DARKNESS is culminating its heyday and is believed to have reached its anti-climax stage. Historical experiences tell us that any gloomy dusk is followed by flickering dawn. Moreover, it is quite understandable that the severity of any darkness is conversely related to the brightness of the emerging light.

The thickest the dwindling darkness the brightest the burgeoning light will be. But let's not forget that we are required to contribute our premium if we want to enjoy ourselves with the peace dividend for which we are the major beneficiaries among the shareholders. We will see some recommendations later as to what we can do.

At present, which country of the world do you think is free of threats? From which nation shall we begin? Don't get surprised! I am simply clicking your mind to get afresh. We can start from the vicinity. Somalia, Sudan (Darfur), Chad, Uganda(LRA), Afghanistan, Pakistan, Sri Lanka, (seemingly calm now) Myanmar (a.k.a Burma), Thailand, Madagascar, DR Congo, China(Tibet), Spain (ETA), Iraq, Palestine, (West Bank, Gaza) , Lebanon, Mauritania, Bangladesh (mutiny), Georgia (Ossetia and Abkazia), Russia (Chechnya), Turkey (Kurds), Colombia (FARC), Zimbabwe, France(public unrest), Australia (wildfire), Greece, New York, (fire) India (Terrorism, Kashmir), Germany (xenophic Neo-nazists), Egypt (Muslim brothers), Italia (Mafioso), South and North Koreas (dormant volcano?), Saudi Arabia (so called terrorists), Mali (Tuareg rebels), Morocco, Algeria, Nigeria, Moldavia, USA-Israel-Iran, more and more, the list goes on unabatedly, and day in and day out new cases join it.

The aforementioned countries are in one way or another in a state of war. In fact the situation may relatively seem stable at one time, but the opposite may occur at another time. Therefore, like many of other nations on our planet, these countries are always in a state of "no war, no peace."

Warfare, as we all know, has various facets of manifestations. As many things have different forms; likewise, warfare has also a variety of revelations. It may begin within an individual as a psychological conflict and grow up to the level of cross border warfare, thanks to its patrons, the negative spirits, that govern the hearts and minds of their human collaborators. Therefore, be it psychological conflict that may end up with suicide or be it psychological/physical warfare between counties, or a non-conventional BCR warfare (biological, chemical, and radiological) amongst nations, any sort of fighting is a cause of destruction, not of development at all. We can take the saying for granted that 'there is no bad peace as there is no good war.' On the other hand, though a nation may not be engaged in a physical war, for the simple reason that it is a member of this planet, the nation is

deemed to be in war. Look for example the US. How much debt do you think she owes to foreign creditors? According to the data I obtained from an international TV channel, US stands first in the world with an amount of nearly 11 trillion dollars of debt. On top of that her tens of thousands of citizens are becoming jobless almost on daily basis. To whatever degree the bail out scheme is being implemented, up until this very moment nothing seems to stop the economic recession. Factories, banks, real estates and other businesses are suffering from bankruptcy. This epidemic of economic recession, which some believe it is a preplanned and premeditated act of few gluttonous individuals for their own eccentric interest, is corroding the helpless citizens of our planet on an historic proportion. In regard to such tyrant individuals, who trust in money than in God or any thing other than precious metals, President Theodore Roosevelt is said to have spoken the following in his election campaign. *"Behind the visible government there is an invisible government upon the throne that owes the people no loyalty and recognizes no responsibility. To destroy this invisible government, to undo the ungodly union between corrupt business and corrupt politics is the task of a statesman* (Ibid)

When a fire arises somewhere, be it accidentally or allegedly by an arsonist, the negative effect of that blaze is beyond imagination. One can not delineate the domain of the damage that a wildfire may bring about. Depending on the current weather condition, the fire may consume all what is available around irrespective of which is what under any given circumstance.

This analogy is applicable in most similar situations. If one creates havoc, foolishly believing they are out of the scope of the impact, no body knows, in some instances, even they themselves could be the first and probably the sole victims of the trap they had engineered.

In light of this, if we admit the fact that all nations are in a state of declared or undeclared war with each other or with natural and man made disasters, we can further see some more threats that are fuelling the alleged fighting.

Think of global warming. It doesn't differentiate between the rich and the poor. It doesn't have a sense of kindness for children or old age people. It is already melting the icebergs of the poles and thereby killing our cohabitants like bears, and penguins. The torrential rains followed by devastative floods, the unusual hot temperature to the extent of

demanding many lives hitherto, the snowstorm, the hurricanes, the sporadic wildfires, etc. are mainly said to be the results of global warming, according to media analyses. On top of these, tsunamis of natural calamities due to earthquake and volcanoes are the most serious problems.

Moreover, we can mention scores of man made threats for life on earth. **Greed:** The major enemy that we human beings are suffering from is greed. Greed for money, greed for power, greed for sex, greed for fame, and greed for anything the world can offer. Greed may begin with a desire to have a little amount of money, but it has no demarcation that limits one's cupidity and no one knows where it ends.

Be frank: what amount of money do you think will quench my thirst for money? If your answer is "infinite", you are absolutely right. Look, for instance, Mr. Stanford and Madoff, and many more bottomless pits of their likes. Why are they being sued for an alleged engagement in fraudulence? If they plead guilty, is it not because of voracity that they are demeaned to this level of abatement? Why do millionaires and billionaires commit suicide after reaching the tower of wealth this world could by all means offer them? Was it for that satanic purpose that their transaction has outrageously been out of the fair play in the business field? What about Bill Gates and Warren Buffet? Though what they are doing now is highly appreciable, couldn't they start their welfare while they were young tycoons? If 60 or 70 or more billions of dollars are accumulated in the hands of an individual, how could one expect the world to go healthy? We can look into these composites in regard to wealth appropriation: rich-rich, rich-poor, poor-rich, and poor-poor. To my understanding, we need to have more rich-rich and when this is not possible, rich - poor people based on the assumption that richness is not measured solely by monetary terms. I have a friend who jokingly says, " *Attan enji aldeheyenm*" which literally means, "Though we are penniless, we are not poor."

Overpopulation: China, India, Indonesia, Pakistan, Nigeria and most other third world countries are severely affected by over population and its over all negative consequences. In fact, large population per se may not be a problem. The problem lies in the incompatibility of governments to deal with the balance of demand and supply in regard to satisfying the numeric growth of citizens.

Besides the social and natural problems mentioned here above, nations of the world are generally suffering most from such agonizing problems like piracy, terrorism, 'theft' and looting of human body parts, drug trafficking, human smuggling for various inhuman purposes, and Satanic Ritual Abuse(SRA). Moreover, contemptuous attitude towards one another based on nothing but ignorance, unemployment, maladministration, desertification, penury, debauchery, drought, corruption, illegal immigration, overflow of people to towns, diseases (HIV/AIDS, Malaria, Cholera, Cancer, SARS, Bird Flu, Swine Flu, Ebola, Dengue Fever . . .), groundless hatred among the followers of different religions, ideologies and racial groups; irresponsible media, air and water pollution, depletion of natural resources, artificial shortage of basic commodities and skyrocketing living cost, infertility of arable land, genocide, miscarriage of justice, immorality, oil politics, bias and prejudice based on discrimination, lack of mutual understanding, economic backwardness, inability to see outward, saber-rattling language among feuding nations. . .

These and others related to these are the threats that need the role of selfless people for their prompt solution, if we would like to see a golden era known for its platonic love that results in an even prosperity and joyous coexistence here on planet Earth. We must understand that our planet is hence regrettably far from being perfect due to factors mainly mentioned here above. To undo all what has been done against humanity and the ecosystem in general, we need to dismantle all the FENCES that have been built by the flesh, the EGO, and should rebuild one fenceless world where in every one of us will rejoice, with the fruits of our egolessness that results from the elimination of the destructive id. To this end, we should be ready to reconstruct our totality. We must realize that the reconstruction may require our sacrifice to the extent of destroying lots of selves. Truly speaking, to destroy a self, to deny the former self, is one of the most difficult things. But we must kill most of our selves to come to the center from the periphery. Let's destroy our egoistic nature (selfishness) and bring our souls together to their former natural state of being. It is only then that we enjoy an equal ecstasy, with referring to

neither the above nor the below. It is through an immaculate heart and enlightened mind that we can enjoy ourselves with the fruits of our purest contact with the Supreme High; Dium, Allah, Dio, God, Waka, Egzi'abher, . . . Whoever you name Him. At present, I think, to whatever pitch we yell to offer our prayers to our respective deities, individually or in group, for the innermost part of most of us is detached from the Highest Being, it is less likely that we are heard. Had our prayers been taken into account by the most High, compared to the multitude of people who attend churches, mosques, or Synagogues, we wouldn't have heard even one sound of a bullet on Earth. What do you think? Is it not right? Let's not be scared to see the truth. Only Truth has an intrinsic power that leads towards victory provided one sticks to it. Once we know the truth, it will be easy for us to find a solution to our agonies in a holistic approach.

Do you have the gut to admit realities as they are? Or do you want them presented euphemistically? In any case, to change this grotesque scenario, for instance, if I need to be irreligious for the purpose of being religious in my new perfect personality, I shouldn't miss this stage of growth; otherwise, the same vicious cycle is likely to go on, as it was, it will also be. In this regard, we all have to go at least half way to be these entities: Abdela, Barack, Christina, William, Roberto, Alphonso, Imawara, Radovisky, Dmitrievna, Merkel, Gemechu . . . then after, we will reach to a state of transcendence and we will be nothing else but Adem and Hawa, or Adam and Eve, the primordial human race. Through love we become one. And ONENESS that results from true love is the only remedy to get rid of all our miseries. There is nothing that love fails to defeat. When there is love amongst us, money stops speaking, muscle ceases ruling, ignorance gives way to rational thinking, intelligence begins functioning. Then, when our brain is reinstated to its proper position, the position which has long been controlled by the impious union of sex, money, and power, all what have been the causes of our commotions will turn out to be ridiculously laughable. (Mind you, no pretension!) I said nothing; I tried to simply convey what others have been saying in a bid to bring about harmony and lasting peace to our benevolent Mother, planet Earth. I am nothing more than an echo, nothing really. Let the Most High bless our planet. Gratias Dium! Insha'Allah! Amen.



Special Interest Group . . .

© continued from page 49

gender related problems, protecting women's rights, minimizing attrition rate, developing female students' and staff's assertiveness and mainstreaming gender in the UC. The specific objectives of the office is to increase awareness on gender among the community of the UC, develop female students' and staff's assertiveness, protect women's right in the UC, enhance female students' academic performance etc. To achieve these objectives, the Office is engaged in activities such as organizing training programs on different gender issues, mobilizing the staff and students of SMUC to be members of the SIGG, mustering resources in regard to gender issues that could enhance the objectives of SIGG, establishing females' academic and administrative staff association in the UC, giving special guidance and counseling to female students and staff, searching scholarship opportunities and research grants for members of SIGG, looking for opportunities for short term and long term capacity building trainings for members of SIGG, conducting a research on different gender related issues, and fighting sexual harassment through the committee formed for this purpose.

The SIGG office shall be accountable to the Vice President Office of the UC and has an assembly of all members. The office is led by a chairperson and vice chairperson who are elected by members for two years term.

Finally, it is worth mentioning that, in order to accomplish all the vision, mission, objectives and activities of the office, it needs the interest, will and active participation of the community of the University College.

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የአውሊያ ተውኔት ተውኖ ጀምረውን ሊያወናብድ እንደሚችል ይታወቃል። በሂደቱም የሰው ሕይወት እስከ ማጥፋት ሊያደርስ የሚችል ሁከትና አምባገነን በገደቶች ምኞትና በባለትዳሮች መካከል ሊፈጥር፣ በግርግርም ብብ ሀብት ሊዘርፍ ይችላል። ይህ ዓይነት አሰላጥ በተለይ በተለያዩ ማኅበራዊና ኢኮኖሚያዊ ትግሮች ተወጥሮ የሚገኝ ሰው ለማዋቅር በብዙም ስለማይከብደው ለችግሩ መቀረፍ የማይፈቅድው ድንጋይ የሌለውን ድሃ ወገን ዘቀላሉ ለመበዘበዝ የሚያስችል የምላስ አቅም አለው። የወቅቱ ማኅበረሰባዊ የንቃተ ተገሊና ደረጃም ለዚህ የሰጠ በመሆኑ አዳማ በየሥርዓቱ ተለግቶ በሚገኙ መሻርገሮች እስከ መቅረው ድረስ በሚዘልቅ ግርፋት እየተሸነፉ እንደሚገኝ መገመት አይከብድም።

ስለጥንቅቅ ብዙ አውነቶችን መናገር ይቻላል። ዋናው አውነት ጥንቅቅ አንዱና ትልቁ የመሸነፍ ምልክት መሆኑ ነው። በራስ ያለመተማመን ሃይማኖት የሰሸነት፣ ይሉኝታ ቢሰነት፣ አልጠግብ ባይነት፣ ሆድ አምላኪነት፣ በቀለንነት፣ ሌላነት፣ ፈሪነት ወዘተ. የጥንቅቅ ዋና ዋና ግብአቶች ናቸው። አንድ ሰው ጠንቋይ ቤት ሊሄድ ሲነሳ ቢያንስ በአንድ ነገር እርግጠኛ ሊሆን የገድ ነው። የሚሄደው ሰው ባለው ሃይማኖት አይተማመንም ወይም ሃይማኖቱን ከግብር ይውጣ ባለፈ በቅጡ የማይከተለውና የማያምንበት መሆን አለበት። አለበለዚያ ጣት መሰረድ ውስጥ 'አላህዋክበር' ወይም ቤተ ክርስቲያን ውስጥ 'ኪሪያ ላይሱን' ሲል የነበረ ምዕመን ከሰዓት በሁዋላ በማንኛውም ረገድ ክርስቲያን ለማይሻል ምናልባትም በብዙ ነገር ክርስቲያን ለሚያንስ ስብአዊ ፍጠር ሲያገኙበት ባልታዩ ነበር። በምድር ላይ ትርጉም ባለው ሁኔታ ሰባና ሰማንያ ዓመት ለማይኖርበት የውጣ ውረድ ዕድሜ ፈጣሪን ከፍተ ለማንኛውም ዓይነት የስጦትም ሆነ የልቤን መላልኝ ጥያቄ ሰይጣን ጉታችን የዛር ውላጅ ቤት ሄዶ መገናኛበት በተለይ አሁን ዓለም ከደረሰችበት የሥልጣኔ ደረጃ እኩዋያ ከማንም ሊጠበቅ ባልተገባ ነበር። ይሁንና ሀብትን ሥልጣን ያላቸው መግነጢሳዊ የለበት ኃይል ከሁሉም ሰብአዊና ማኅበረሰባዊ ዕድቶች የሚበልጥ መሆኑን ለማጠየቅ ይመስላል ብዙ ምቹችን በዚህ የጨለማ መንገድ ስንርመሰሰስ እንገኛለን- ሊያውም ቋቋ ላይሞላ።

የማይጠቅም ሮማ በልተን በቱንጣን ስናሰሳና ከምናድር ጉመን በልተን በሰላም ተኝተን ማደርን የምንመርጥ ሰዎች ቁጥር እያነሰ የመምጣቱ ዕንቁቁልን ሁልጊዜ የሚያስደንቅ መራር ዕውነት ነው። ጊዜያዊ ሀብትና ደስታ ማግኘት አይከብድ ይሆናል- ነገር ግን የጥንቅቅን የመተንተን የመጨረሻ ዕጣ ፍንታ መረዳቱና እርምጃን ማስተካከል ለነገ የሚተው አለመሆኑን መገንዘብ ብልገነት ነው። መጽሐፉ 'ለነገ አተጨነቅ፣ የነገን ለነገ ተዋት' ይላል ። በዙፈቶችን ግን የዛሬን ምሽት በሰላም ለማደራቱን ምንም ዋስትና ሳይኖረን እንደ እገሌ መሆን ያምናል። እገሌ የደረሰበት የሀብት ጫፍ ለመድረስ እንመኝና ከተራ የአሥር ብር ጫት ግብር ጀምሮ እስከሰው ደም የጭጭ ግብር ድረስ በሚቀርበት የጥንቅቅ ሰስ እንገለጻለን። 'ውሃ ሊወሰድ አያሳሳቀ' ነው - እንዲሉ ከቀላልና ኪስንና ገ ሊናን እምብዝም ከማይገዳ ግብር የተነሳው የጥንቅቅ አዙሪት ጨው ጨው እያለን ሄዶ የቅርብ ዘመዳችንን ምናልባትም ልጃችንን ወይም የትዳር አጋራችንን በፈቃዳችን ለመስዋዕትነት አንድናቀርብ ሊያስገድደን መቻሉ አያጠያይቅም። ይህ ከመሸ በሁዋላ ላይነትና ሰናዎም ምን ይጠቅማል? በባዕድ

አምልኮ ግዛት ውስጥ ከተዘፈቅን በሁዋላ መበለጣችንን ብናውቅ ምን ይፈይዳል? በቢሊየን የሚገመተ ሀብት ሰጥቶ ቢሆን ያኔ ምን ሊረባን? የሰው ነገርና - ማጥመጃ ነገርና ወደ መጣበት ሌላ ሊያጠምድበት ይመስላል። ዓሣን ለማጥመድ መንጠቆው ላይ ምናምን ይቀመጣል- በአይጥ ወጥመድ ላይም አንዲሁ። በ«ዛሬ ከምሞት ነገ ልሙት»ና «አኔ ከምትኩ ለርዶ አይብቀል» እንስሳዊ መርህ በደመ ነፍስ ወደጠንቋዩ የሚተመው ሕዝብ አዳም የመጨረሻ ሰጥ ፍንታ ያን ሲሆን እንደሚችል ከማንም የተሰወረ ሊሆን አይገባም። የነፍስና የሥጋ ሃይማኖታዊ ጣጣ ውስጥ አልገባም። መቀመጫ መውረድ ስለሚባለው ነገርም ትንፋሽ ማለት አልፏል። በጭሩ ግን ከነባራዊ አውነት በመነሳት ልሰው የሚቻለኝ ነገር ቢኖር በጥንቅቅ የሚገኝ ሀብት የሚቀነስበት ሳይሆን በእዘኔታ ከንፈር የሚመጡበት አሳፋሪ ነገር መሆኑን ብቻ ነው። ሳይለፍበትና ሳይደከመበት ከእምሃብ አልቦ የመጣ ማናቸውም ነገር አንድም በዘርፊያና ንጥቂያ ሊሲያም በእፍዝ እደገግዝ የግፍ ምትሃት ነው ሲገኝ የሚችለው። ይህ ደግሞ በዝቅተኛው አገላለጽ የክፉ ሥራዎች ሁሉ ቁንጮ ነው።

በመሠረቱ ሀብታም መሆንን የሚጠላ የለም። ረብጣ ብር በኪስና በጥንጣ ይዞ ዓለምን መዞር የሚሰጠው ደስታ ወደር የማይገኝለት መሆን አለበት። ልጆችን በትምህርት ጥራታቸውና በክፍያ ውድነታቸው በታወቁ ትምህርት ቤቶች ማስተማርን የማይመኝ የለም። በተንጣለለ ሰፊ ግቢ ውስጥ በተሠራ ቪላ መኖርንና የወቅቱን ውድ ሞዴል አውቶጠራ ገዢ ማስከርከርን አይም። አንተ ምን እንገም። ሁላችንም አንጠላውም። ይሁንና በሽንጣም መርሳዲስ ስለተንፈሳለሁ ወይም ለማይ ጠቀስ ፎቅ ስለገነቡ የጥንቅቅ ዓለም አዋጪና የገለገና ሰላም ይሰጣል ማለት እንዳልሆነ መታወቅ ይኖርበታል። በሁሉም ውስጥ አውነተኛ ሕይወትና ውበት የለበትምና የጎላ ጎላ ፀፀትና ምሬት ብቻ ነው ትርፉ። ስለ ጥንቅቅ እጅግ በጣም ብብ ነገሮችን መናገር ይቻላል። ግን የአንባቢን ጊዜና የመጽሐፍን (ታ ማጠባበቅ ይሆንብኛል። ስለዚህ በዚህ ዙሪያ ጥቂት አውነተኛ ገጠመኞችን ልናገርና ላብቃ።

ከቅርብ ዓይኛዬ ልጀምር - ራቅ ያለጊዜ ነው። ከአሠሪዎቹ ጋር ባለመስማማቱ ምክንያት ድንገት ሳያስበው ግን በራሱ ጠያቂነት ሥልታዊ የሥራ ስንብት ያደርጋል። የውጣትን ምክንያት ሲያስበው ግን አግባብነት እንዳልነበረው ያምናል። ከዚያ «ለምን ወጣሁ?» ብሎ ይጠራጠራል። በወቅቱ የነበረው ግንዛቤ እንደሆነው ጠንክር ያለ እንዳልነበረ ከማምት ባለፈ እርግጠኝነት መመስረት እችላለሁ። 'አኔ አዋቂ ቤት ሄደ የችግራን መንስሌ ብረዳ ምንድን ነው ኃጢያቱ? የሰውን እንጅራ ለመዘጋት ወይም የእገሌን መጨረሻ አሳዩኝ' ለማለት አይደለም - - "በሚል ራሱን እጽናቶ ለሜን ሸዋ ውስጥ ይገኛል ወደተባለና ብዙ ሲነገርለት ወደሰማው «ኃይለኛ» ጠንቋይ ቤት ጉዞውን ይቀጥላል። ደብረ ብርሃን አድር ነበር በማግለቱ ወደዚያ 'ተአምራኛ' አዋቂ መሄድ የነበረበት። ማታ፣ በያዘው አልቤርጉ ውስጥ ሆኖ በሃሳብ ማዕበል ሲዋኝ ያመሻል- «ዕቅዱ ተገቢ ነው ወይንስ ተገቢ አይደለም» በሚል። በሁዋላ ላይ ግን ተገቢ እንዳልሆነ ያምናል። የማገሥቱን ጉዞውንም ይሰርዛል። ወዳቀደው የጥንቅቅ ቦታ መሄዱ ራሱን በጣም አሳንሶ ያሳየዋል። በምትኩ «አብረሊዛናስ ገዳም ሄደ ለሦስት ቀናት በተመሰጠ ልጃልይ» ብሎ ወደዚያው በቀጥታ ያመራል።

ይሄ የጥንቅቅ ነገር ከተነሳ ዘንድ ሳልጠቀሰው ማለፍ የሌለበትና ሌሎችን ያስተምራል የምለው ሌላ የቢሁ ዓይኛዬ ገጠመኝም አለ። አንዱ ካንዳ ካልተማሪ ሕይወት ትኩረት ላይ

የምነግራችሁን አውነት ልብ ብላችሁ ተከታተሉ ሉልኝ።

በነዚያ ያንጀት ዓይኛዬ ሥራ ባጣባቸው ቀናት የለሜን ሸዋውን የማስጠንቀል ጉዞሲያክሸፍ ከጥቂት ሳምንታት በሁዋላ ግን የተሸነፈበት አጋጣሚ ይከሰታል። በአንድ መሥሪያ ቤት ክፍት የሥራ ቦታ ይወጣል። ታዲያን ያ ክፍት የሥራ ቦታ እንዳያመልጠው ፈልጎ ነበርና ማመልከቻው ተቀባይነት አግኝቶ የሚቀጠርበትን ሁኔታ ሲያስብ ያ መከረኛ የጥንቅቅ ጣጣ ፊቱ ላይ ይደቀንበታል። "ምን አለበት አንተ ብቻ ከ አይደለህም ሁሉም ያደርገዋል። በዚያ ላይ አንተ የምትተማመንበት ወፍራም ዘመድ የለህም ፤ በስልክ ወይ በአካል ሄዶ ማመልከቻ ህን የሚያጠናክርህ - - -" ይለዋል አንደኛው ውስጠቱ። ሕይወት ፈተና ናት መጥም- ፈተናን በገዛ ኃይልና ትሰታ ለመወጣት ሲያቅት ወይም የሚያቅት መሰሉ ሲታዩን ነው አንግዲህ ውሻል የምንፈልገው። የውሻሉ ምንነት ግን የሕይወትን የወደፊት ዕጣ ሊወስን መቻሉን ብዙውን ጊዜ ብዙዎቻችን እንዘነጋለን። አናላችሁ ያን ሥራ ለማግኘት በማሰብ ካሳንጅስ ወደሚገኝ ልዩ የጥንቅቅ ማዕ ክል በስንት ጥያቄ ይሄዳል። አሁን ሲያሰበው ባይጸጸተውም የዚያን ጊዜው ጅልነቱ ይገርመዋል- ባይገርመው ባልጸፍኩላችሁ። ዓይኛዬ አሁን ዋና ጸረ ጠንቋይ ሆንዋል። አናም ወረራ ይይዝና ይደርስዋል። ለዋናው ጠንቋይ ችግሩን የማክርና ብር 300 እንዲከፍል ተነግሮት ለደብተራ መሰል አንድ አዛውንተ ሰው ይተላለፋል- referral መሆኑ ነው። ያዘጋጀውን ማመልከቻና የትምህርት ማሰራጫ አቅርቦ ይባልና ይዞት ስለነበር ወዲያውኑ ይሰጣል። ደግሞቱም ወዲያው ይቀጥላል- ሰባት ጊዜ። ዕጣንም ይጨለበታል። ማመልከቻው ይታጠናና ወሰዶ እንዲያስገባው ታዝዞ ተሰናብቶ ይወጣል። ወሰዶም ያስገባዋል። ይሁንና ሙሉ አድራሻውን ማመልከቻው ላይ ያሰፈረ ቢሆንም ዕጣ- በደንብ ስላልሸተታቸው ይመሰላል ዓይኛዬ ለመጀመሪያ ዙር የማጣሪያ ፈተና እንከብን ሳይጠራ ብር 300 ከስር ይቀራል። በራሱ ላይ ስቆ እንደዋዛ ከማለፍ ውጭ ሌላ ምርጫም አልነበረውም። በዚያን ጊዜ "ላንተ መንገር ትቺ ለሰው ነገርኩና፣ ወይ ከብራ አልሆንኩኝ ወይም ከገሊና" ብሎ ሊዘፍን ከጅሎት እንደነበር አጫውቶቻል። ወደዚያ ዓይነት ቦታም ተመልሶ ዝር እንዳለላና ሌላ ሥራ ግን ትንሽ ቆይቶ እንደያዘ ነግሮቻል። «እዚያም ሄደሽ በላሽ እዚህም መጥተሽ በላሽ ለው ታዘበሽ እንጂ ሆድሽን አልሞላሽ።» የተባለው ለነገስ ለዋዛ አልነበረም? እያንዳንዱ ሰው መጽሐፍ ነው። መጽሐፉን አንብቦ ራሱን ማስተካከል ደግሞ ያንባቢው ድርሻ ነው። የአንድ ሌላ ዓይኛዬን መተተ ነክ ታሪክ ነገሬ ጽሑፊን ላሳርግ።

ዓይኛዬ ለጊዜው በአካል የለም፣ ምድር ትቅለለውና ቀደም ሲል ሞቷል። ደባርቅ በሚባል ቦታ ፀረ-ዳላ ድግምተ ያስደግማል- ለከ ምገውተር ሻይረስ እንዳይመስላችሁ የበትር ምት መከላከያ ነው። ለደብተራው የሚከፈለውን ክፍሉ ወደመጣበት ቦታ ጉዞውን ይቀጥላል። መንገድ ላይ ሁለት ጠንቋዎች (ጉራምሶች) ከፊት ለፊቱ ይመጣሉ። ነገር ይፈልጋቸውና ሳይደርስበት "መንገዱን አትሰቁም?" በማለት በጠብ ያለሽ በዳቦ ይገነትላችኋል። ፈርተው ሳይሆን ዕብድ ነው ብለው ሳይሆን አይቀርም ገለል ብለው ሊያሳልፉት ቢሞክሩም ያሰበው የፀ ረ ዳላ ድግምቱን በተግባር የመፈተን ፍላጎት እውን ስላልሆነለት ጠቡን ይገፋበትና በያዘው ዳላ አንደኛውን ጉራምሳ ትክክው ላይ እንካ ቅመስ ይለዋል። ነገሩ የጠናባቸው ጉራምሶች ዳላቸውን ያዘሩና አነሱም በተራቸው እንካቅመስ ቢሉት ዓይኛዬ ክልተው ብሎ ይወድቃል።

በወደቀበት ሊጨምሩለት ሲሉ ብልጥ ነበርና ፋላው አየር ላይ እያለ የተሳሳተበትን ምክንያት ግልጽን ይነግራቸዋል- እንደወደቀም ጥለውት ይሄዳሉ። የድግምትና የጥንቅቅ ህግ መቼ ተ ወርቶ ያልቃል እናንተ? በመጨረሻም የሪ ፖርተር ጋዜጣ መጋቢት 23 ቀን 2001 ዓ.ም ያወጣውን ርዕሰ አንቀጽ በድጋሚ ብጋዝነት ስለተሰጡት ጉዳይ ጋር ቀጥተኛ ተያያዥነት ስለሌለው ደግሞችሁም ቢሆን ለኔ ስትሉ እንድትገቡልኝ በአክብሮት አጠይቃለሁ፤ የኔንም በዚህ አቋጫለሁ።

የገንዘብም የሞራልም ግሽበት

ሁለት አደገኛ ግሽበቶች ተጠናውተውናል። የብር ግሽበትና የሞራል ግሽበት። በጎረቤት በተ ከሰተው የኢኮኖሚ ቀውስ ምክንያት ብር የመግዛት አቅሙ እየሸቀለቀለ ነው። ከውጭ ምንጭ ጋር ሲተያይም ሕጋዊ ጠያቂ ባንክም ይሁን ጥቁር ገበያ ዋጋው ቀንሷል። አንድ የአሜሪካ ዶላር በአሥራ ሦስት ብር ከሃምሳ ሃንቲም እየተመነዘረ ነው። ብር እየወደቀ ነው። ግሽበት የሚባለውም ይኸው ነው። ብር የመግዛት አቅሙ እየተሻሻመ መሄድና ዋጋው መቀነስ ማለት ነው።

ሌላኛው አደገኛው ከስተት ደግሞ የሞራል ግሽበት ነው። የአገር ታሪክን የመጠበቅ ሥልጣኔን የማራመድ፣ በተለበን የመንግስትና ለመጨመር ትውልድ አርአያ የመሆን ኃላፊነት ተሸከመ የሚባል ኅብረተሰብ አካል፤ ከሃይማኖት ዕውቀትና ከተገቢው ሃይማኖታዊ እምነት ርቆና ሽንብ ለጠንቋይ እምኖ ታዘና ተገዝቶ ሚስቱን ፈታሁ፤ ንብረቱን ሸጥኩ፤ አሸከር ሆኜ አገላለጽ እያለ ሲያወራ መስማት ያሳዝናል ተብሎ ብቻ የሚታለፍ አይደለም። ሞራላችን እየሸቀለቀለ፤ እየወደቀ፤ በመሄድ ላይ መሆኑን የሚያመለክት ነው።

ኢኮኖሚና ሞራል የግድ ግን ለጎን የሚሄዱ አይደሉም። ግንዛቤ እየተገኘና ኢኮኖሚ እያደገ በሄደ ቁጥር ሞራልም በዚያው መጠን እያደገ ይሄዳል ማለት አይደለም። በኢኮኖሚ ያደጉ አገሮች ከቆተኛ ሞራል አላቸው፤ ድህነት ውስጥ ያለው ገቅተኛ ሞራል አለን ማለት አይደለም።

የኢትዮጵያ ሕዝብ ከነድህነቱ የሞራል ደ ረጃው አኩሪ ነው ባንልም አሳፋሪ ግን አይደለም [አልነበረም]። አሁን ግን ድህነቱም የሞራል ውድቀቱም አብረው ሊጨፈቁን ነው ወይ ያሰኛል። በመገናኛ ብዙኃን እየቀረቡ በአባባ... በደል ተፈፀመብን ፣ ትዳራችን ተ በተነ፤ ንብረታችን ባከነ እያሉ አቤቱታና ክስ የሚያቀርቡ በዘተዋል። ያለን መረጃ እንደሚያ ረጋግጠው ተጠርጣሪውን በሚመለከት ለፖሊስ እየቀረቡ ያለው ክስና ስቤቱ በሺዎች የሚቆጠር ነው። በአንድ ጠንቋይ ላይ ብቻ ሳይሆን በሌሎች ጠንቋዮችም ጭምር።

ተጠርጣሪው ጠንቋይ ድድርው «እውነት ነው ፣ ውሸት ነው» የሚለውን ለመርማሪዎች እንተወው። መቻላቸው ነውና። ፍርድ የመስጠት ኃላፊነት የፍርድ ቤት ስለሆነ ውሳኔውንም ለፍትህ አካሉ እንተወው። የፍትህ አንቅፋት እንዳይሆንም እንጠንቀቅ። የተከሰቱ ጠንቋይ የመጨረሻ ውግኔ ለፍትህ እካል ቢተ ወም የከሰሽ አቤቱታ ግን ልንወያይበት የሚገባ ነው። አንድ አንድ ጠንቋይ ሚስትህን ፍታ ብሎኛል ተብሎ ትዳር ይበተናል? አንድ ገብ ረትህን ሽጥ ብሎኛል ተብሎ ይሸጣል? አንድ ነው ገንዘብ አምጣ ሲባል ፣ ይህም አርኩሰ መንፈስ ነው፤ የማንለው ጠንካራ ሕብ ረተሰብ ብንሆን ፍር የጠንቋይ መጫወቻ እንሆን ነበር ወይ? እያሸቀለቀልን የመሆናችን ማረጋገጫ ነውና እንጠንቀቅ።

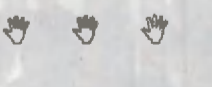
ሠርተን ሃብት ማክበት ሊያቅተን በአቋሪ ጭ ሃብታም ለመሆን፤ ተወዳድሪን ማሸነፍ ሲያቅተን ሌላውን ለመጣል፤ ለማጥቃትና፤ ለማዋረድ ብለን የገባንበት የጥንቅቅ ጨዋታ ሲሆን ይችላል። የአንዳንዶቹ ችግሮች መነሻ ምክንያት አሳዛኝ ሊሆን ይችላል። መፍትሔው ግን ይህ አይደለም። በዚህም አለ በዚያ ግን ስብዕናችን ተሰልቧል! ሞራላችን ወርዷል ማለት ነው። በእንደዚህ ዓይነት ሞራል በ አንድ ብለን ነው ኦዚህን መጨውን ትውልድ የምንገነባው? አንድ ብለው ነው ልጆቻችን በእኛ ሊኮሩ የሚችሉት? የጥንቅቅ አጀንዳው ስሜት። ስሜት ስሜት ብዙ ወራ ምቺ ውስጥ ለውስጥ እየተወሩ አለመረጋጋትና ጥርጣሬ እየተፈጠረ ነው። እንተና የሚባል ሁብታም፤ አን እንላ የተባሉ ጋዜጠኞች እከሉ የተባለው አርቲስት፤ አንትና የተባሉት ባለሥልጣን ጠንቋይ ቤት ይሄዳሉ እየተባሉ ነው። የተበተነ ትዳር በራሱ ሂደት ነው ወይስ በጠንቋይ ምክንያት እየተባሉና እየተመረመ ረ ነው። ይህ ውድቀት ነው! የሞራል ግሽበት ነው!

የደረሰብን የኢኮኖሚ ግሽበት ቀላል አይደለም። እየጎዳንም ነው። እየጎዳንም ስለሆነ ነው ግሽበትን ለመቆጣጠር ተብሎ የፋይናንስ ተቋሙ፤ የውጭ ምንጭም፤ የዲ ክስፖርት ዘርፍና የቡና ገበያው ይፈተሽ የሚባለው።

አንዳንዶቹ እርምጃዎች ግሽበትን ከመቆጣጠር ይልቅ እንዲያባብሱት ልንሰጋ ይገባል። ጥፋተኛውን ለመቆጣጠር ስንል ሃፋኛ ው እንዳይበረግን ተገቢ ጥንቃቄ እያደረግን አይደለምና። የሞራል ግሽበት ለየት የለ ትግርም አለው። በነጋሪቱ ጋዜጣ ሕግ በማወጣት፤ ደንብ በመቀየር፤ ይህን ወይም ያንን በማሸግ የሚፈታ አይደለም። የአስተ ሳስብና የአመለካከት፤ የሞራልም ጉዳይ ነው። የአሁን ጉዳይ ነው። ላስተካከለው ቢባልም ጊዜ ይፈጃል። ከዕውቀትም፤ ከትምህርትም፤ ከሀሰትም ጋር የተያያዘ ነው።

አንድ ተጠርጣሪ ተያዘ እንጂ ሺህ ጠንቋዮች አለ። ጠንቋይ በደለን ብለው ሰዎች በይፋ ተናገሩ እንጂ በመላው ኢትዮጵያ የዚህ ስለባ የሆኑ በሚል የግን የሚቆጠሩ ናቸው። ስፋትና ጥልቀት ያለው ችግር ነው። ተራ የአውቅልሃለው፤ በሕዝብ እምነት በመጠቀም የሚታለል ጉዳይ ብቻ ሳይሆን የረቀቀ ወንጀልም አለበት መባሉ ደግሞ ይበልጥ አሳሳቢ ያደርገዋል።

ቁምነገሩ ግን ችግሩን ለመፍታት መረባረብ ነው። መንግሥት፤ የሃይማኖት መሪዎች፤ ምሁራን፤ የፀጥታና የደንበኞች ኃይሎች ፤ ሲቪል ማንበረሰብና ማግኛ ብዙኃን ሕዝብን ሊያስተምሩና የሞራል ግሽበቱን ሊቆጣጠሩ ይገባል። የብር ግሽበት ኢኮኖሚው ሲያንሰራራ እየተስተካከለ ይሄዳል! ይፈታል። የሞራል ግሽበት ግን ብር ስስተካከል ሲባባስ ይችላል። ባለ ተንሽ ብር፣ ባለ ብዙ ብር መሆን ይፈረዳል። ተንሽ ታዋቂና ገነኛ አገራዊና አለማቀፋዊ! የብርና የመንገድ ባለስልጣንም የአገር ካልሆኑት ስል ይተላል። መመኘት በራሱ ችግር የለውም። ባልሆነ መንገድ ምኞትን ለማሳካት መንቀሳቀስ ግን የሞራል ውድቀትን ያስከትላል ብቻ ሳይሆን ወንጀል ውስጥም ይከትታል። ኅብረተሰቡንም ይቆጠብዋል። ስለሆነም ልዩ! ጠንካራ፤ አስቸኩዋይ የመንግሥትና የሕዝብ ጣምራ ትግል ማካሄድ ያስፈልጋል።



አጫጭር . . .

ከገጽ 42 የተጠለ

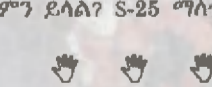
ላረጋጋው ብዬ ጭማሪውን ባንላም ያም ብዙ መሆኑን በአዘኔታ ገለጸልኝ። የጊዜውን መክፋት፤ የኑሮውን መወደድ፤ የትምህርት ቤቶችን የክፍያ መናር እያወሳ ከሁለት ልጆች በላይ የሚኖረው ሰው አስተማማኝ የሆነ ክፍተኛ ገቢ እስከሌለው ድረስ እንደሚቸገር በጥምና አብራሪ ልኝ። እኔም ልጆቼን የወለድኩት እንዲህ እንደዛሬው በአማካይ ጤፍ 1200 ብር፤ ዘይት 26 ብር፤ አንድ ኪሎ ቅቤ 100 ብር ፣ ምሥር ክክ 18 ብር . . .

ይገባል ብዬ ሳይሆን ኑሮ በዚያው የሚቀጥል መስለኝ በየዋህነት መሆኑን ገለጥሁ በአልሞት ባይ ተጋዳይ የክርክር ዘይቤ።

«አትፍረድ ይፈረድብሃል።» ይባላልና ወልዳችሁ ሳትጨርሱ ልትፈርዱብኝ እንዳትቃጠሉ። ከጨረሳችሁም በልጅ ልጅ ታገኙታላችሁና ጠንቀቅ! ይልቁስ ይሄው ወዳጅ ስለአንድ ጉዋደኛው የነገረኝን ልንገራችሁ። ጓደኛው ሕፃን ልጅን S-26

የሚባል ውድ የዱቄት ወተት ነበር የሚመግበው። ዋጋው ግና ያሻቅብበትና አልቀመስ ይለዋል። ያ ለማጅ ወላጅ የመሥሪያ ቤቱ ፈረንጆች ጋር እያወራ እያለ ታዲያ ሳያስበውና ዘድንገት 'S-26' ማለት ይጀምራል- የወተት ዘር በማይነሳበት ብቻ ሳይሆን ሊነሳም ጭራሽ በማይታሰቡበት ጨዋታ። ይፋዊ ዕብደት ውስጥ ሳይገባ በመጨነቅ ብዛት ከአንደበቱ ያመልጠው ጀመር የጭንቀቱ መንስኤ። የዚያ ወላጅ ትግር አቅምን ከወቀተ ጋር ያለመገናኘብ

እንጂ እንደኔው የልጅ ብዛት አለመሆኑን ልብ ይለዋል። አጥሚትምክ ልጅ አላላድም አይልም። የአንድ ሊትር ወተተ ዋጋ 300 ብር ከገባ ዘንዳ የ25 ብር ዱቄተ ገዝቶ አጥሚት ቢለመድ ምን ይላል? S-25 ማለት አይደለ?



ለቅድስት ማርያም ዩኒቨርሲቲ ኮሌጅ አሥረኛ ዓመት የምሥረታ በዓል

እንኳን በሰላም አደረሰን!

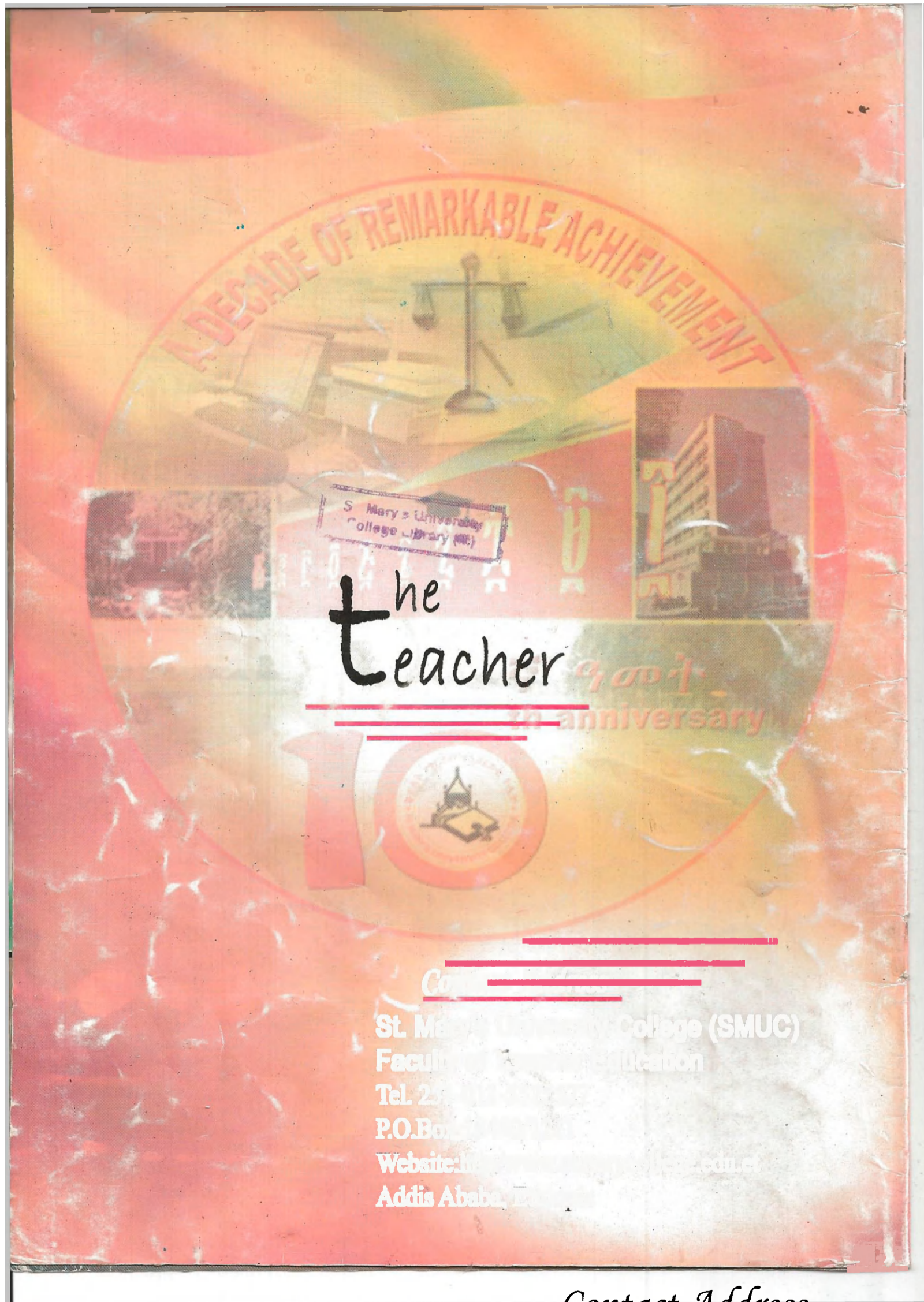
(ከፎቶ ማሳደራችን)





የ“ዘ ቲቸር ” መጽሔት ዝግጅት ክፍል በዕውቁ ድምፃዊና የሀገር ሀብት በሆነው የክብር ዶክተር ጥላሁን ገሠሠ ዜና ዕረፍት የተሰማውን ጥልቅ ህዝን በፋካልቲውና በጠቅላላው የዩኒቨርሲቲ ኮሌጃችን ማኅበረሰብ ስም የሚገልጸው ፈጣሪ ነፍሱን በገነት እንዲያኖራትና ከተመሳሳይ የጋራ ህዝን እንዲሰውረን በመመኘት ነው።

የ“ዘ ቲቸር ” መጽሔት ዝግጅት ክፍል



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