

The Teacher

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

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Vol. 6 No. 11

November 2013

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ገጽ 2006

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Quote of this issue

Take up one idea. Make that one idea your life - think of it, dream of it, live on that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success.

Swami Vivekananda

The Faculty of Education is part and parcel of St. Mary's University, a leading private academic institution in Ethiopia. The faculty has been providing varieties of services to its customers with primary focus on training teachers at different levels. This includes various short term trainings and consultancy services on a number of areas that are relevant to educational service providers, government and non-government organizations and other institutions.

No	Training Areas	Duration
1	Action Research in Schools	30 hrs
2	Special Needs Education	27 hrs
3	Guidance and counseling Techniques	12 hrs
4	Training of Trainers (ToT) on Gender issues	30 hrs
5	Classroom Management	15 hrs
6	Active Learning Methods	15 hrs
7	Material Analysis & Preparation	16 hrs
8	Preparation & Utilization of Teaching Aids	12 hrs
9	Continuous Assessment	6 hrs
10	CV and Application Letter Writing	20 hrs

No	Training Areas	Duration
11	English for Secretaries	18 hrs
12	English for Hotel Personnel	30 hrs
13	Test Construction	12 hrs
14	Report Writing in Amharic	18 hrs
15	Report Writing in English	18 hrs
16	Job Interview Skills	10 hrs
17	English for Tour Guides	28 hrs
18	Amharic for Foreigners	30 hrs
19	Effective Utilization of Primary School Science Kit	16 hrs
20	Classroom Language (English)	30 hrs

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 Cover Layout Designer: Robel Tegene
 Microsoft Publisher: Fanta Ayalew

'The Teacher' disclaims the endorsement of all views or opinions in this bulletin except that of the editorial.

EDITORIAL

Congratulations!

Dear Readers,

The maiden issue of "*The Teacher Bulletin*" came out seven years ago when the institution was then called 'Saint Mary's College'. This edition is Volume 6, Number 11, 2013 and it coincides with the promotion of our University College to a university as of September, 2013.

Hence, the Editorial Team of "The Teacher" would like to extend its congratulations to all stakeholders who, in one way or another, have contributed to the steady and observable growth of the institution. With this development, St. Mary's community believes and reiterates now and again that each promotion in the status of the institution doubles the responsibility of the teaching staff, the research offices, and administrative services rendered. Therefore, it shall not be considered as an understatement when we say that the approval by the MoE of this new status adds impetus to the work in progress since quality is a never-ending process.

It is true that public universities

have been flourishing all over the country since the last two decades. And it is also true that private higher education institutions have been blooming in the aforementioned time. But to whatever degree both the public and private sectors have been trying to do their level best to satisfy the country's need of skilled manpower, due to the unprecedented population rise, it doesn't seem that these institutions have produced the required number of educated personnel to fill all the demands of the job market.

True to its words, in addition to this scholarly bulletin, the University publishes three journals: "Mizan Law review," "Journal of Business and Administrative Studies," and "Journal of Agriculture and Development." SMU has also a quarterly newsletter known as "Quality Matters" published by our Center for Educational Improvement and Quality Assurance (CEIQA), which covers quality-related issues. The other two newsletters "Assessment in Focus" and "CODL Update" are bi-annuals,

which are published by our Testing Center and College of Open and Distance Learning, respectively. The quarterly newsletter published by our External Relations and Communications Office updates the campus community and external stakeholders with the highlights of the on and off campus activities. "*The Teacher*" and the publications stated herein above have significantly contributed to the level of growth that St. Mary's has now attained.

In this issue of "*The Teacher*" due focus is given, among others, to creating entrepreneurial or enterprising universities in Ethiopia; the role of school improvement programs in the enhancement of quality education and the awareness that freshman students have on the new environment they are encountering at the beginning of their studies. Moreover, the usual columns that are meant for entertaining the wide range of our readers are also incorporated. Congratulations again and good read!

"I don't measure a man's success by how high he climbs, but how high he bounces when he hits the bottom."

George S. Patton



Research

Creating Entrepreneurial University for Enterprise Ethiopia: Some Reflections

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Abstract

Ethiopia is currently enjoying economic growth. In today's information societies knowledge drives economic growth and development. Higher education is the main source of that knowledge. As a result, Ethiopia is

economic climates, mounting commercial competition, demands for greater flexibility, erosion of academic staff base, and globalization, among other things, are the main reasons why the traditional universities are dying. Ethiopian Universities should not close their eyes for the challenges. They should try to adapt. Ethiopian Universities need to be innovative, which implies that they need to rethink their roles and position.

Keywords: Entrepreneurial; enterprise; innovation; entrepreneurial universities; traditional universities

Ethiopian Economic Growth

Over the past decade, Ethiopia has attained high economic growth, averaging 10.7% per year (World Bank Group, 2013). According to the Group, in 2012, Ethiopia was the 12th fastest growing economy in the world. If the

highlighting the broad base of the expansion.

According to Guang Zhe Chen, World Bank Country Director for Ethiopia, (cited in the World Bank Group, 2013) "Ethiopia has been implementing a growth strategy, which emphasizes a strong expansion of public investment. So far, this has delivered positive results. However, the public investment rate of Ethiopia is the third highest in the world, while the private investment rate is the sixth lowest. In order to sustain high economic growth, the development of a strong and vibrant private sector is essential."

Very recently, the IMF envoy said this year's economic growth of

Governments can stimulate entrepreneurial behavior through their resource allocation mechanism. If universities receive their income in the form of payment for research achievements or for enrolling and graduating students, they are encouraged to be innovative in their search for students, their teaching strategies and their research.

currently undertaking major higher education expansion. There are pressures for change in higher education throughout the world to become more entrepreneurial or enterprising. Entrepreneurship is increasingly recognized as central to economic growth. Universities are an important component of any innovation economy. A consensus seemed to emerge that universities can only effectively become incubators of entrepreneurship and Innovation if they themselves practice entrepreneurship. Technology, adverse

country continues its historically impressive growth performance, it could potentially reach middle income status by 2025, as indicated in the latest Ethiopian Economic update report.

As per African Economic Outlook (June 26, 2013), Ethiopia's economic growth for 2011/12 was estimated at 6.9% marking a ninth year of strong performance. The service sector was the main source of growth, followed by industry and agriculture,

Ethiopia is estimated to be 7% while the Ethiopian government says over 11% growth expected. Whatever the disagreement on the exact figure, the fact is that Ethiopia is currently enjoying economic growth in line with Growth and Transformation Plan.

Higher Education and Development

Education contributes to the growth of national income and individual earnings. In today's

information age, knowledge drives economic growth and development. Higher education is the main source of that knowledge - its production, dissemination and its absorption by society.

Economic growth currently depends on the capacity to produce knowledge-based goods. However, the future of knowledge economies depends more on their capacity to produce knowledge via research and development rather than on knowledge-based goods (Williams, 2007). Hence, knowledge economies place greater value and accord higher priority to the production and distribution of knowledge. Higher education institutions are a major source for providing the human capital required for knowledge production. That is why higher education requires focused attention within the overall planning of education system in developing countries.

Ethiopia is currently undertaking major public higher education expansion. To this end, at present, there are 32 public universities. This is a rise from 2 in 1991. Congruent with public sector in the last sixteen or seventeen years the Ethiopian higher education has seen a change in the form of the unexpected emergence and expansion of private higher education institutions. As stated by HERQA (2011), there were virtually none fifteen years ago and recently there are 66 private owned colleges that offer degree programs.

The Pressures for Change in Higher Education

Much has been written and discussed about the nature of the pressures for change in HE sector both from the view point of the internal organization of

universities and more fundamentally their changing role in society (Bok, 2003; Clark, 1998 and 2004; Kirp, 2003). There has been a great deal of philosophical reflection revisiting the idea of a university (Graham, 2002; Smith and Langslow, 1998; Maskell and Robinson, 2002) and also more pointed debate as to the role of universities in delivering professional and vocational education and the notion of the utility of university research (Hager and Hyland, 2003).

In general, there is a broad consensus as to the nature of the pressures on higher education throughout the world to become more entrepreneurial or enterprising. There are pressures to play an enhanced role in contributing to the international competitiveness of economies particularly via a process of commercialization of research (European commission, 2005). There are increasing demands made on the sector to contribute more substantially to local economic and social development. There is also pressure to prepare students for a life world of much greater uncertainty and complexity involving frequent occupational, job and contract status changes; global mobility; adaptation to different cultures; working in a world of fluid organizational structures (Ghoshal and Gratton 2002; Westwood, 2000; Worrell and others, 2000); greater probability of self-employment; and wider responsibilities in family and social life (IPPR, 1998; Rajan and others, 1997). This has also become associated with pressure on the sector to do more to prepare students for a world of life long learning (EC, 1996).

In this scenario, the university degree is regarded as no longer a voucher for life-long

employability but merely an entry ticket into the world of work. A key component of this view is the encouragement of students to consider a career in entrepreneurship, with an emphasis upon managing independence and the capacity to develop growth businesses or high-impact ventures. Universities are urged to respond to these pressures by giving greater weight to the scholarship of relevance and integration (Carnegie 1990).

The Entrepreneurial University

Entrepreneurship is increasingly recognized as central to economic growth. We observe entrepreneurial innovation driving growth in a number of economies such as Israel, Ireland, Turkey, India and China. Universities, particularly research universities, are an important component of any innovation economy. Universities have long been instrumental in developing much of the innovation that benefits our lives. A key question, therefore, is how well universities are prepared to support the transition to a more entrepreneurial economy in a country like Ethiopia, which is one of the fastest-growing economies in the world. The various successful experiences from around the world show that the need to shape entrepreneurial universities commitment to institutional innovation. A consensus seemed to emerge that universities can only effectively become incubators of entrepreneurship and innovation if they themselves practice entrepreneurship.

The marketisation of higher education, in which input-based funding is replaced by competitive output based payments for the number of students enrolled and the amount of research produced,

has increased the financial autonomy of higher education institutions. Many have taken advantage of this to earn income from sources other than government. This has promoted what today is called the 'entrepreneurial university' a term brought to public attention by Burton Clark in 1998. Drawing from the US and European literature and experience (Burton Clark, 2004) it can be argued that universities are entrepreneurial when they are unafraid to maximize the potential for commercialization of their ideas and create value in society and do not see this as a significant threat to academic values. Behind this lies recognition of the need for a diversified funding base involving raising a high percentage of their income from non-public sources (Burton Clark, 2004). For example, US state universities earn 70%--80% of their funding externally and many universities in the US are private. This may take a variety of forms including: consultancy; training; research and development; technology transfer related engagement with and/ or ownership of science parks and incubators and pursuit of staff and student project work. It also means that there is an accepted responsibility for local development. This is considerably reinforced by the fact that in the US the public universities get their base funding from state, rather than federal government. This makes them more sensitive and responsive to local need.

Gareth William (2007) hinted that the extent and forms of entrepreneurialism were largely determined by the pervious history, legal status and dominant culture of each university. In general, financial stringency and financial opportunities were the

main drivers. But some case studies also suggested that extreme shortage of cash inhibits risk - taking entrepreneurialism - many innovations impose risks that institutions severely short of money can not afford. This was especially apparent in the private European universities, which appeared after 1990. The initial venture of setting up a new university dependent on student fees was followed by a scramble to recruit enough students to keep the institution solvent. More generally, entrepreneurial ventures require some investment, even only in staff time.

In general, the English University (e.g. Nottingham) has moved further in the entrepreneurial direction than those in European countries, but universities in Finland and Sweden have become more financially adventurous since the mid-1990s. In Eastern European countries emerging from centrally-planned education systems, extreme shortages of public funds and the innate conservatism of academic staff led to a rapid expansion of private universities seizing market opportunities especially in such subject as computing, management and commerce.

Governments can stimulate entrepreneurial behavior through their resource allocation mechanism. If universities receive their income in the form of payment for research achievements or for enrolling and graduating students, they are encouraged to be innovative in their search for students, their teaching strategies and their research.

Similarly with the allocation of resources within universities traditionally, resources were managed from the top.

Departmental staff did their teaching and research according to the institutional rules and followed bureaucratic procedures to purchase equipment or employ assistants. This did not encourage innovation and individual professors often supplemented their incomes through moonlighting. In the more entrepreneurial universities, departments and faculties are treated as independent small business, with more room for maneuver and innovation.

In summary entrepreneurship is encouraged (Williams, 2007; Clark, 1998; Gibbons, 1998) when:-

- * core income from government is tight but not inadequate for new initiative;
- * government promote and support third (another) mission activities;
- * a significant part of any extra income goes to those who have the ideas, take the risks and do the work;
- * a significant number of the academic staff accept a commercial culture; unofficial freelanced ventures are regulated; and
- * the university is active in subject areas where professional development and research findings are commercially or socially valuable.

Finally, successful innovative universities appear to have the following basic characteristics (Clark, 1998; Gibbons, 1998; Van Vught, 1992; slaughter and Leslie, 1997).

- * a strong steering core: - universities that want to change can not depend on traditional control or steering. They need to become quicker, more flexible, more focused in reacting to demand from their environments;

- * a developmental periphery: - universities that want to change, need to have mechanisms to relate to the outside world. They have to reach across their traditional boundaries. They need to set up special organizational units to do so.
- * a diversified funding base: - universities that want to change, need the resources to do. They especially need discretionary funds. So they have to widen their financial base (and become less dependent on government);
- * a strong academic heartland:- universities that want to change, need basic academic units, that accept an entrepreneurial culture. These basic units have to be stimulated to react positively to change;
- * an integrated entrepreneurial culture:- universities want to change, need a culture that embraces change, a work ethic and a set of beliefs that is university-wide and that become the very base of the institution's identity.

Threats for Traditional Universities

We are living in an age of change unparalleled in history. Technological, cultural and social upheavals have impacted upon us with regularity and increasing ferocity, radically changing the way we live, work and learn. In particular, these changes have been all pervasive in the field of education sliding the traditional university system into crisis (Daniel, 1996).

Daniel (1996) indicated that, there are seven fundamental reasons why the traditional university is dying. They are:-

- * the rise of technology supported learning (e.g. on-line courses and virtual universities),
- * adverse economic climates (unfavorable economic climate; education has been badly hit with

- government funding being reduced),
- * mounting commercial competition (e.g. mega-universities such as UK open university, US open university, IGNOU, UNISA, etc),
- * demands for greater flexibility (employers are demanding highly skilled, flexible and responsive work forces),
- * subject proliferation (focus on what they do best or they must diversify),
- * erosion of academic staff base (academics are being lured away from university life into research, development and consultancy because of lucrative remuneration and job security), and
- * globalization (borderless education become a widespread reality).

Gibbons (1998), Kennedy (1997), and Trow (1996) have discussed the challenges that are confronting the traditional universities. According to the authors some of the challenges are.

- * universities are first of all being challenged by other knowledge procedures (e.g. think tanks, business firms, government bodies),
- * universities are challenged by students and employers (employers argue that they can only support universities if these institution will offer them the right graduates),
- * universities are being challenged by other education providers (commercial education providers have entered the higher education market), and
- * universities are being challenged by new technologies (many courses and modules are now available electronically).

Implications for Ethiopian Universities

As per the analysis of the strengths and weaknesses of the higher education institutions that have undergone the Higher

Education Relevance and Quality Agency's (HERQA) audit process and have had their reports published below are some of the challenges identified (HERQA,2011).

- * to disseminate the institution's vision, mission and goals and to ensure the same are internalized by the concerned community;
- * to review regularly the institution's vision, mission, goals and values and make them intelligible to stakeholders;
- * to improve the institution's governance and management and stakeholders participation;
- * to meet, at least, the minimum standard of qualifications for higher education teachers;
- * to maximize and wisely use of resources in significant areas,
- * to move away from the predominant lecture method of teaching;
- * to maximize external input gathered through the participation of stakeholders which includes among others employers and professional organizations;
- * to do more to respond to demands of stakeholders and to adapt programs on the basis of feedback gains from stakeholders;
- * to involve external stakeholder during design and review of programs, from business and industry;
- * to move away from simply use of curricula developed in other institutions or given by the MOE ,and
- * to put into practice their aspiration to be renowned for research engagement and output.

Besides the above the Ethiopian Universities appear:

- * to have preferred, especially the public ones, to partner with government and to shield themselves from the private sector,

- * to be less enthusiastic to use a wide range of technologies and communication strategies to link individuals, localities, national units, multi-national businesses, and trans-national regions;
- * to be slow to partnership with industry, technology transfer schemes and diversification in to other non-traditional activities;
- * to be lagging to develop differentiated learning curricula to respond to just in time demand and reformulate education into modular, flexible pathways;
- * not focusing on what they do best, delivering courses that are both economically viable and high in quality, and
- * to be weak in retaining more of their talented and innovative staff by offering higher rewards and greater job satisfaction.

The Way Forward

Though the challenges appeared to be large, they are not necessarily problematic. Universities should not close their eyes; they should try to adapt. Universities need to be innovative, which implies that they need to rethink their roles and position. They need to be innovative and entrepreneurial in at least teaching and learning, research and knowledge transfer areas.

For that they require some strategies which include, inter alia, the following (Watson and Downes, 2000).

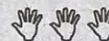
- * Collaboration,
- * investment of new technologies,
- * development of human infrastructure, and
- * widening access and exploiting new markets and specialization.

Moreover, innovations should be characterized by the professional autonomy of academic experts, by 'closely coupled' organizational systems (Gibbons, 1998) and by a

decentralization of the decision making power (Van Vught, 1992). Because of these fundamental characteristics universities cannot be managed like industrial business firms. Rather, the challenges from their changing environments force innovative universities to find new system and processes of governance and management. Here, according to clerk (1998) two dimensions appear to be relevant. First the governance and management of innovative universities has an important external dimension. Reacting out, networking, sharing of resources: all these concepts involve a governance system and a management style that are extravert. Innovative universities need as many windows to their outside world as they can create. The second relevant dimension of governance and management system of innovative universities concerns the internal processes of the universities. This internal dimension addresses the crucial need for innovative universities to create an integrated entrepreneurial culture, an overall culture in which change and innovative behavior are accepted as the very work ethic of the university.

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A Survey Study on the Implementation of School Improvement Program

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Introduction

The main purpose of the study is to identify the factors that affect school improvement program & to assess the efforts, techniques, of implementation and to suggest some mechanisms of implementing the program, in order to strengthen the quality of education. This paper comprises of six sections. Section I discusses the experiences of SIP implementations of other countries & the design of MoE in relation to these countries.

Section II comprises specific objectives of the research, section III consists of significance of the study, section IV research questions, Section V comprises design and Methodology, Section VI consists of data organization, analysis and discussion, Section VII comprises concluding remark and the last pages of the paper comprises bibliography and appendices. The schools in which the research is conducted are 1) Dejach Wondirad Primary School 2) Karalo Primary School 3) Salayesh Primary School 4) Misrak Berr No.1 Primary School 5) Kokebe Tsibah Primary School 6) Yewotatoch Genet Primary School 7) Yeka Terra Primary School 8) Abiot Primary School 9) Yeka Misrak Chora Primary

School 10) Birhan Guzo Primary School 11) Misrak Dil Primary School 12) Misrak Berr No.2 Primary School 13) Yeka Misrak Chora Primary School.

Back ground of the study

To implement school improvement in Ethiopian schools, MoE (1999 E.C) has designed a blue print that helps for a guide line for the implementation of school improvement in schools. Since 1990s the quality of education is becoming an agenda for MoE. Hence MoE (1999 E. C) has designed a frame work that creates good opportunities to improve the quality of education. To strengthen the quality of education in Ethiopian schools MoE designed six major components (packages) that contribute a great deal for increasing quality of education, these are:-

1. School improvement program (SIP)
2. Teachers' development program (TDP).
3. Civic and Ethical Education

4. General Education Curriculum (GEC)
5. General Education Management and Administrative Program (MAT)
6. Information and Communication Technology (ICT)

From the above components, we will see the blue print of school improvement designed by MoE (1999 E.C).

According to MoE (1999 E.C) school improvement is to survey the environmental conditions of schools based on the major activities of the school through self-evaluation in order to improve educational inputs and students achievements.

School improvement focuses on student learning and learning outcomes. In order to increase student learning and learning outcomes, school improvement prioritizes the major tasks which will be done first in order to increase learning outcome.

Factors that influence student learning and learning outcome will be seen in the table below accordingly:-

<p><u>Learning & Teaching</u> Teaching activities Learning & assessment Curriculum</p>	<p><u>Education Opportunities & Environment</u> Student-centered activities Learning competency Student support</p>
<p>Pupil Progress & Achievement</p>	
<p><u>School Leadership</u> Strategic Vision Leadership Behavior School Management</p>	<p><u>Community Role</u> Cooperative work with parents Participating the community Promoting school activities</p>

Source: MoE (1999) School Improvement Guideline (blue print p.3)

According to MoE (1999); School improvement has the following objectives:-

- 1) To develop student learning and achievement.
- 2) To create accountable, participatory, democratic, and transparent school leadership for effective school activities.
- 3) To build decentralized school management and leadership in order to create administrative freedom in the school.

In order to achieve the above mentioned objectives the following school domains should be considered: - MoE (1999):

- 1) Learning and Teaching
- 2) School management & leadership.
- 3) Safe and healthy school environment.
- 4) Parent, community and school relationship.

I. Specific Objectives of the Research

The major specific objectives of this research are to:

1. Investigate the teaching strategies of the schools.
2. Pinpoint the cooperative tasks of the schools.
3. Find out mutual observation and partnership teaching in the classroom.
4. Identify transformational leadership approaches in the schools.
5. Identify the techniques used to assess students' progress.
6. Analyze students' learning situation.
7. Investigate teachers' preparation, presentation and personality.
8. Inquire teachers' appropriate usage of educational resources (laboratory, teaching aids, textbooks, references, encyclopedia, etc.

9. Analyze teachers' development program.

10. Search the link between effective teaching and student learning outcomes.

II. Research questions

1. What are the major factors that affect school improvement program in the schools?
2. What are the major tasks implemented by the schools to enhance the quality of education?
3. To what extent do the schools implement the school improvement program?
4. What other alternative strategies should the schools use to implement more in improving their schools?
5. How is the program structured in order to create good opportunities for sufficient material and skilled human power resources?

III. Design and Methodology

Data source; the main data sources were teachers, directors, students, documents and administrators.

Data collecting instruments were: - questionnaire, interview, observation, documentary analysis, and focus group discussion.

Sampling procedures

- * From first cycle five teachers and from second cycle five teachers were randomly selected to fill the questionnaire.
- * In all schools 130 teachers filled the questionnaire. In all cluster schools 13 directors/ school administrators filled the questionnaire
- * From second cycle (5-8) grade five students were interviewed. In all schools, 65 students were randomly selected & interviewed.

* School improvement documents were analyzed through document analysis' guidelines.

* Random classroom observation was held in 13 primary schools using observation checklists and outside classroom observation was also held to identify the physical environment of the schools.

* A focus group discussion was held by involving 2 students, 2 parent-teacher, association number & 2 schools administrators and in general six school community members participated in the discussion in each school.

* Data were collected from the 13 schools with respect to each instrument.

* The data were collected, organized and analyzed using both qualitative and quantitative methods of data analysis.

* Data triangulation was held to get reliable evidence.

IV. Data organization, Analysis and discussion

The data were collected based on the following indicators:

- * All activities in the school focus on students' learning interest and outcome
- * The relationship of teachers and students is more encouraged through constructive comment, transparency and equity.
- * Students are disciplined
- * In the teaching-learning process most of the students develop freedom & self-confidence.
- * Programs like the union of monitors have been designed to make students responsible and disciplined.
- * The school is located in area favorable & comfortable to teaching-learning process.
- * Educational facilities are fulfilled (such as classrooms, chairs, disks, laboratory, library, IRC, etc.) Teachers' development program has been designed and began to be implemented intensively & consistently.

- * Scientific procedures have been designed to develop the skill of teachers' method of teaching, classroom management and knowledge of the subject matter.
 - * The school has planned and implemented professional experience sharing among teachers.
 - * There are designed benchmarks that help the students to achieve high results in their academic performance.
 - * Teachers & students are aware of the expected outcome and standard of education program and the schools is working towards for the successfulness of the program.
 - * Students are actively participating in the class in each lesson.
 - * The school is working for the improvement of academic performance of slow learners.
 - * The school is assessing all academic and administrative activities and using these results for designing the plan & program of the school in the future.
 - * Special needs program is involved in the C.P.D program.
 - * The school is implementing special needs program.
 - * The school has developed a culture of expecting high outcome from the students learning performance.
 - * It is believed that all students will achieve a better result in all subjects.
 - * All school activities will be implemented consistently.
 - * Teachers are aware of ethical values, professional principles and purposes of the school.
 - * Strategies are designed to make known the plan of the school and its implementation to the school community.
 - * The school administrators inform the school communities about the goals, expected outcomes, improvements and practices of the school.
 - * The competency & learning outcome of the teaching-learning activities have been assessed in all academic disciplines.
 - * SIP priorities have been designed by consulting the school community.
 - * The school priority activities have been integrated with SIP.
 - * I can explain the focal activities of the school.
 - * The school strategic planning comprises Teachers Development Program.
 - * There is a designed system of coaching and mentoring the school teachers by experienced ones.
 - * There is positive relationship among the school community.
 - * Structures are designed for professional practices
 - * The school teachers are involved in the school decision making activities.
 - * The school administration has contributed its behalf on implementing educational policies, like special needs & female education.
 - * The school activity focuses on students learning outcomes and decisions based on assessment.
 - * All stake holders have been aware of the expectation of high learning outcome of the school.
 - * The SIP committee presents its annual report to the school community for feedback.
 - * All parents are aware of writing comments on the task of their children exercise books.
 - * There is a school policy that involves the participation of the society.
 - * The school has promised to provide education for parents and the society concerning basic education and harmful practices.
 - * The school newsletter involves recent information of the school and seeks attention of the readers.
- V. Major findings of the study**
1. Encouraging works done by the schools are the following:-
Educational facilities are to some extent fulfilled.
- * The schools have planned and implemented professional experience sharing among teachers.
 - * Most of the schools have tried to identify the problems of slow learners and working for the improvement of their academic performance.
 - * The school administration has tried to implement educational policies such as female education, teachers' career structure, etc.
 - * Most of the schools are working focusing on students' learning outcomes and make decision based on assessment techniques.
 - * Teachers' effort in reducing educational wastage is good.
 - * Teachers have developed a culture of applying makeup classes.
 - * Teachers advise and encourage their students to read in the library.
 - * Teachers' are contributing to the design of strategic planning of the school.
 - * Teachers have the ability of preparing and implementing lesson plans.
 - * Teachers' ability of applying their knowledge & skill after taking short term trainings is good.
 - * In all schools activities to be implemented have been prioritized.
 - * SIP task forces are established.
 - * Opportunities have been created to discuss with stakeholders and parent teachers association.
 - * The relationship of teachers and students is more encouraged through constructive comment, transparency and equity.
 - * Students are disciplined.
 - * In the teaching-learning process most of the students develop freedom and self-confidence.
 - * Programs like the union of monitors have been designed to make students responsible and disciplined.
 - * The school administrators inform the school communities about the goals, expected outcomes, improvements and practices of the school.
 - * The administration is assessing all academic and administrative activities and using these results for designing the plan and program of the school in the future.
 - * Teachers are aware of Ethical values, professional principles and

the school objectives.

- * School priority activities have been integrated with SIP.
- * Structures have been designed for professional practices.
- * Most of the teachers are trying to motivate their students in the class.
- * Most of the teachers have the skill of managing the classroom.
- * Teachers arrange tutorial program for low achievers.
- * Most of the teachers participate in co-curricular activities.
- * Most of the teachers are punctual in their work.
- * The school involves the students during the annual performance report of the school
- * The students learn through freedom & confidence.
- * The students participate in the school co-curricular activities

SIP indicators which had been performed at low level and which should be given emphasis by the schools are:-

- * Parents are not controlling/ writing comments on their children's work.
- * They have no student leadership policy.
- * In some schools students are not participating in the school decision making activities.
- * Teachers are not supporting special needs students (i.e., gifted/disabled).
- * Teachers are not explaining the objectives of the lesson to their students.
- * Most of the teachers are not preparing & using appropriate teaching aids.
- * Teachers are not arranging field trips and they do not create opportunities for their students to visit factories & Historical places
- * There is no mutual observation and partnership teaching in the classroom.
- * There is no sufficient budget assigned to implement SIP.
- * There is no performance

assessment of SIP implementation in quarterly appraisals.

- * The duties and responsibilities of SIP committee are not provided for each member in written form. Coaching & mentoring systems are not designed.
- * There is no weekly/monthly monitoring & mentoring of activities of SIP.
- * Most science teachers are not practicing & demonstrating simple experiments for their students in the laboratory.
- * There is no designed system of evaluating effective teaching and students' learning.
- * There is no new structured program which helps to create good opportunities for implementing SIP
- * Most of science teachers need trainings on experiment manuals.
- * Laboratory facilities are not yet fulfilled.
- * SIP committees are not fully working, because some committee members have transferred to other schools.
- * In some schools activity reports had not been discussed among the staff.
- * In some schools teachers are not getting feedback from parents & their students.
- * SIP implementation is considered to be an additional load by teachers & directors.
- * Some teachers are not happy and interested to do extra activities.
- * In some schools there are shortages of class rooms. Large number of students (72) is assigned in each class.
- * There is no consistent integrated work with stake holders.
- * All responsibilities & burdens have been given to the school.
- * All teachers are not aware of SIP.
- * Some teachers are not providing remedial class lesson for their students.
- * In some schools there is no designed bench marks that help

the students to achieve high results in their academic performance.

- * Special needs program is not involved in the C.P.D program.
- * In most schools the SIP committees do not present its annual report to the school community.
- * All schools are not providing literacy education for the society.
- * There are no school newsletters that inform the recent information of the schools & initiates teachers to write research & entertaining works.

VI. Concluding Remarks

- * Parents should be aware of controlling & writing comments on their children's activities of the schools.
- * To practice & share responsibility among the students student leadership policy should be established in the schools.
- * Students should participate in the school decision making activities.
- * The school should design a mechanism of supporting special needs students (i.e., gifted/ disabled/
- * Teachers should explain the objectives of their lesson to their students to encourage students' readiness for learning.
- * A simple teaching aid speaks more than hundred words. In order to make associations possible & to meet individual differences; teachers should prepare & use locally available teaching aids.
- * SIP implementation should be considered as part of the work of teachers, directors, parent teacher associations etc.
- * Awareness should be created among teachers that SIP implementation increases the achievement of the students.

- * The school should design a mechanism of avoiding shortage of classrooms by communicating with educational officers.
- * There should be consistent and integrated work with stakeholders.
- * Remedial classes should be arranged to meet individual differences among the students.
- * There should be a designed benchmark that helps the students to achieve high results in their academic performance. It means there should be minimum learning competency (what should be expected from a student).
- * Special needs program should be involved in the C.P.D program.
- * The SIP committee should present its report to the school community and work based on the feedback provided for each person.
- * Teachers should arrange field trips for their students, so as the students can relate the theoretical part of the lesson to the practical situation through observation.
- * There should be mutual observation and partnership teaching the class room.
- * The school should try to generate an income for facilitating SIP implementation.
- * There should be a performance assessment of SIP implementation in quarterly appraisals.
- * Coaching and mentoring systems should be designed for all activities of SIP.
- * The duties & responsibilities of SIP committee should be informed in written form to each member.
- * The school should arrange short term trainings to capacitate science teachers in doing/practicing some simple experiments using experiment guidelines/manuals in the laboratory.
- * The school should design a system of evaluating effective teaching and students' learning
- * SIP implementation structure should be revised based on the assessment of activities & the feedback provided from the committee.
- * The school should communicate with some relevant NGOs (like USAID, capacity building organizations) for further trainings and help, i.e. to fulfill laboratory facilities & equip science teachers with sufficient materials
- * SIP committees should be encouraged by replacing members instead of others who left the school
- * Activity reports of SIP should be discussed among the staff with the scheduled program.
- * A school should arrange a program in which teachers should get feedback from parents & their students.

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Natural ability without education has more often attained to glory and virtue than education without natural ability.

Marcus Tullius Cicero



Fresh Man Students' Environmental Knowledge, Attitudes, and Behavior: The Case of Adama University Technical Students

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INTRODUCTION

Studies reveal that environmental practices stem from knowledge and attitudes (Kasier et al, 1999, & Jvy and Chuan, 1998). If proper knowledge and attitudes are instilled in learners, their actions will, by and large, be directed towards sustainable development. Otherwise, they will play a debilitating role as many studies uncover that man's decision grounds on his knowledge and experience.

Giving prominence to the above assertion, many countries have conducted a survey study on learners' environmental knowledge, attitudes and behavior [Jvy and Chuan, 1998; Aklilu Dalelo, 2006). In Ethiopia too, environmental education is inculcated in various subjects with the intention of producing environmentally friendly society.

Environmental education was introduced in Ethiopia in 1985 when the northern part of the country was hit by famine. Proper environmental education is assumed to result in forming appropriate knowledge, know-how, attitudes and behavior towards environment. Even if it is

included in the different subjects, the issue has not yet got researchers' attention to the level that it should deserve in such a way that it is not common to find many researches in the field of environment.

In relation to Adama University, for example, the present researcher is unable to get any research, done in the field of environment despite the fact that Adama University students in general and Technical students in particular are highly linked to the built, natural, health and physical environment. Our cities are becoming automobile cities; automotive students are expected to play a positive role when it comes to noise and air pollution. Similarly, Construction students play the key role in the built environment. Their environmental behavior serves in promoting or debilitating land use and style of building. Manufacturing students' future career is related to industry production, processing and emissions, and it is essential to check the status of their environmental knowledge, attitude and practice. The researcher, thus, aims at exploring Adama University Technical learners' views of environment. To meet the above aims, the following research questions were formulated.

1. How promising is Technical learners' environmental knowledge?
2. What kind of environmental attitudes do Technical students have towards environment?
3. What does their environmental behavior look like?
4. What are their sources of environmental knowledge?

5. Are they engaged in environmental clubs?

Objective of the Study

The central theme of this study is to analyze learners' environmental knowledge, attitudes and behavior. The specific objectives of the study are to:

- * Identify learners' environmental knowledge level;
- * Examine learners' environmental attitude;
- * Examine learners' environmental behavior;
- * Examine learners' environmental knowledge sources, and
- * Identify whether learners are members of environmental clubs.

Review of Related Literature

In this chapter, a review of literature pertaining to environmental knowledge, attitudes and behavior is made.

Theoretical Background of Environmental Concern

Environmental literacy, according to many scholars, dictates lifestyle. Environmental ideologies emanate from existing knowledge, attitudes and behavior. In other words, lifestyle defines environmental perspectives. For example, most people believe that man is superior to other species and, hence, he can subdue nature. This misperception, according to Planwood (2002) in Carter (2004:325):

That we are so other than nature and so independent from it that we need not respect it-- serves to justify a mistreatment of the natural world that is sufficiently damaging to our planet's life-support systems that we ourselves are now seriously threatened by our own seemingly

rational actions. As such the dominant conception of "rationality" is in actual fact, deeply irrational.

We thus fail to see how one behavior is ultimately suicidal, in denying our dependency on the natural world and in our failure even to hear in distress, we destroy the preconditions of our own continued existence. It is in this way that rationality, which ostensibly generates the various dualities noted above, is highly irrational.

Others believe, on the other hand, in sustainable development i.e., in meeting the present need without compromising the future generations' need. Thus, knowledge, attitudes and behavior play key roles in defining the relationship of society with nature in either constructive or destructive manner (Pearce and Turner, 1990; Miller 1992; Dryzek, 1997).

Scholars spell out that national development is presently determined by the quality of knowledge, know how, skills and capacities that a certain society has. Under normal circumstances, higher education graduates can give due emphasis to ecological balance, formulate adequate and environmentally friendly policies, and use their knowledge appropriately.

As to attitude, it emanates from knowledge. Attitude expresses one's concern towards environment (Vining and Ebreo, 1992). Environmental attitude, according to Pelstring (1997), is "a learned predisposition to respond consistently in a favorable or unfavorable manner with respect to the environment". This, in turn, governs one's behavior.

Collecting information, from a certain citizen in general and from learners in particular, provides invaluable information regarding their environmental ideologies. Realizing the above merits, many countries have conducted survey studies on students at various levels (Jvy and Chuan, 1998; Aklilu Dalelo, 2006).

According to Aklilu Dalelo (2006:40), "Most of the reports on students' knowledge and attitude towards certain environmental issues indicate that students, in general, have poor, very general and uncritical

knowledge, and attitudes that cannot be rated as promising."

Blum revised five studies in 1987, done at national level on students' knowledge and belief of environmental concern. The studies were carried out "in the United States (Bohl, 1976; Perkes, 1973), Australian (Eyers, 1975), England (Richmond, 1976) and Israel (Blum, 1984)" (Ivy and Chuan, 1998).

It was then common to see studies on environmental issues. In the Dominican Republic, a survey was conducted on 12th grade students' environmental knowledge and attitudes by Roth and Perez (1989). The finding was not satisfactory when it comes to their environmental knowledge and attitudes. Similar studies were conducted in the Philippines (Cortes, 1991), in Singapore (Lau, 1992), and the United States (Manning, 1992) on school children environmental knowledge and commitment. The report of Lau (1992), for instance, indicated that learners' environmental knowledge and commitment was low.

Many studies were also conducted to identify the relationship of environmental knowledge, attitudes and behavior (Ostman and Parker, 1987; Gilffod, 1982; Roth and Peretz, 1989; Hsu and Roth, 1996). The studies revealed that there was a positive relationship among the three factors.

Studies were also carried out on factors which could influence students' knowledge, attitudes and behavior. Factors such as curriculum content, teaching method, education level, residence, sex, academic stream, source of information are found to affect learners' knowledge and attitudes regarding environmental concern and practice (Aklilu Dalelo, 2006).

In developing countries, the studies done on learners' environmental concerns were extremely limited (Aklilu Dalelo, 2006). In Tanzania (1992; 1989) studies were conducted on conservation of plants. Oddly enough, in the eyes of the students, conservation of the environment was unessential. Another survey (1997)

conducted on Nigerian learners' environmental knowledge, attitudes and practice turned to be disappointing [ibid].

In Ethiopia, few studies were conducted in relation to environmental education. Educators' views concerning the use and protection of natural resources were investigated. The study revealed that "educators manifested favorable views regarding the use and protection of natural resources with an average score of 3.95 on a scale running from one to five" (Aklilu, 1998:56). Furthermore, a survey was carried out in some selected Ethiopian high schools and the study uncovered that students were familiar to environmental issues. They expressed also favorable attitude toward the conservation of resources, having limited practice experience (Desalegn, 1998).

Research Methodology Sample

First year Adama University Technical students are the target populations for this study. One hundred thirty six students were randomly selected from a total of 621 technical students.

Instruments of Data Collection

The survey questionnaire was the data gathering instruments. The examination contained thirty eight items, 18 for assessing environmental knowledge, ten for environmental attitudes, eight for environmental behavior and two for environmental sources and club membership related issues. The questionnaire had four sections: section one measured learners environmental knowledge; section two assessed students' attitudes towards the environment; sections three appraised learners practical actions, and section four tried to identify and check learners sources of environmental knowledge and membership in environmental clubs.

The education of peoples is a necessary precondition to peace.

Carlo Azeglio Ciampi

Methods of Data Analysis and Interpretation

Descriptive statistics was employed to analyze the data. Likert and rating scales, multiple choice and True or False items were used. The results were presented using percentiles.

Validity and Reliability

The questionnaire was piloted with Cronbach Alpha on 25 students, showing (r=0.834) and (r=0.789) stable reliability for environmental

attitude and practice. The instruments were also checked by other researchers for their validity and reliability. The content of the questionnaire was shown to environmental experts, and their comments were incorporated.

ANALYSIS OF THE RESULTS

In this chapter, report of the findings regarding learners' environmental knowledge, attitudes and behavior is made.

Environmental knowledge of students

Table 1 exhibits the frequency of response (as a percentage) to each item in the knowledge section. Of the total, it was only 50% of the questions that learners were able to answer above average which is the minimum score to pass. Hence, it seems that learners' knowledge of environment is not promising in relation to these specific items. A brief discussion of the students' responses to the knowledge items is presented as follows.

Table 1: Frequency of responses (as percentage) to each option of knowledge

S.N	Item	Options					
		A	B	C	D	E	F
1	Most of the electrical energy used in Ethiopia is produced by	5%	81%	60%**	9%	8%	
2	Which of the following sources of energy contributes the least to environmental problems?	**35%	23%	15%	16%	6%	
3	Which of the following is a renewable resource?	11%	9%	7%	68%**	5%	
4	In Ethiopia, the most important energy source is	25%	**60%	6%	5%	4%	
5	In Ethiopia, one of the following regions is not better forest covered	8%	17%	**50%	15%	10%	
6	The concentration of endemic animals is particularly high in	21%	21%	46%**	4%	7%	
7	In Ethiopia several of the eight lakes are found in	24%	51%**	10%	5%	10%	
8	Food insecurity can, one way or another, result from	26%	29%	12%	2%	29%**	1%
9	Almost all of the major river basins in Ethiopia originate in	15%	36%	33%**	4%	12%	
10	One of the following is not urban environmental problems in Ethiopia.	6%	15%	34%	11%	26%**	7%
11	The principal sources of air pollutants in big cities are	12%	15%	64%**	5%	4%	
12	Which of the following statements is true about air pollution?	29%	12%	10%	44%**	4%	
13	As a result of burning coal and oil, the amount of carbon dioxide in the atmosphere is	41%	10%	7%	74%**	6%	
14	Noise levels have increased through the following except	21%	16%	35%**	14%	13%	
15	How should human's best relate to nature?	41%**	10%	19%	25	4%	
16	Deforestation is responsible for	5%	7%	8%	78%**	1%	
17	The major air pollutant (measured by weight) discharged by motor vehicle is	41%**	36%	10%	7%	4%	
18	The most important cause of desertification in Ethiopia is caused by	62%	10%**	15%	9%	4%	

Note: those in ** indicate the correct answer

Energy Source (Items 1, 2 and 4)

Of the questions, two of them ask learners to identify energy sources. Interestingly, 60% of the students had a good level of knowledge on identifying energy sources. Similarly, 68% of students identified correctly the renewable resource from the given option. Nevertheless, as to item 3, which tested learners to identify the source of energy which contributed the least to environmental problems; it was only 35% of students who chose the correct answer.

Air (Items 11, 12, 13 and 17)

The students' knowledge on air pollution turned to be good. 64% of the respondents identified correctly the principal source of air pollutant in big cities. They also know well the effect of carbon dioxide (74%). On the

other hand, they failed to score above average on the remaining two air pollution items.

Rivers (Items 7 and 9)

Both items simply requested learners recalling power. 51% chose the correct answer for item 7, but it was only 33% who answered carefully the 9th item.

Deforestation and Desertification (Items 16 and 18)

78% of students knew the effects of deforestation. Nevertheless, it was only 10% of students who were able to identify the most important cause of desertification in Ethiopia.

Urban Environmental Problems (Item 10)

A high proportion of students failed to understand the causes of urban environmental problems. In other words, only 26% of the students

gave the correct answer.

Noise (Item 14)

A large number of students (65%) were not able to know the causes of noise occurrence.

General (Items 6, 8, and 14)

The student level of knowledge on the concentration of plant (46%), food insecurity (29%), and man-environment relationship (35%) appeared poor. In all the items, they scored below average.

Students Environmental Attitudes

Table 2 displays a summary of the responses of students (in percentages) to their attitude. Oddly enough, learners' scores for the attitudinal test appeared in all cases below average which indicated that they did not have positive environmental attitudes.

Table 2: Summary of responses to each option of attitude items

S /	Item: Questions	Option				
		SD	D	N	A	SA
1	The conservation of natural resources is totally the government's responsibility	29%**	29%	15%	13%	13%
2	The earth is a planet with only limited room and resources	12%	27%	13%	26%	22%**
3	Controls should be placed on industry	13%	12%	14%	34%	28%**
4	When humans interfere with nature it often produces disastrous consequences	10%	16%	24%	31%	19%**
5	Plants and animals exist primarily to be used by humans	8%**	18%	14%	38%	21%
6	Humans must live in harmony with nature in order to live	15%	18%	14%	38%	21%**
7	Humans have the right to modify the natural environment to suit their needs	10%**	11%	14%	34%	32%
8	The problem of desertification is a problem of unsustainable development	15%	15%	12%	28%	29%**
9	Mankind was created to rule the rest of nature in any way the wishes	15%**	22%	15%	32%	13%
10	People would be better off if they lived a more simple life with out so much technology	34%	30%	9%	20%	7%**

Note: those in ** indicate the correct answer

Most of the items focus on nature. And learners fail to have the required attitude. It was only 29% who expressed their disagreement regarding item 1: 'The conservation of natural resources is totally the government's responsibility'. Similarly, most students did not know that the earth is a planet with limited resources (82%). They also expressed their consensus for man's interference with nature for it was 19% who contested the idea. According to the

belief of students, 'plants and animals exist primarily to be used by humans'. Most learners believed that 'mankind was created to rule the rest of nature'. As a result, they pointed out that 'Humans have the right to modify the natural environment to suit their needs'.

A large number of students disagreed to the idea that 'people would be better off if they lived a more simple life with out so much technology' which is quite contrary to

nature. In addition, they did not feel the need to place control on industry. Hence, learners' level of environmental attitude was disappointing like any other developing students to mention one-Nigeria.

Students Behavior

Table 3 shows a summary of the frequency of response to each item in the behavior section. The students' correct environmental behavior score range from 16% to 37% which is poor.

Table 3: Summary of responses to each option of Behavioral Items

S/N	Item	Option			
		Never	Seldom	Some times	Always
1	How often do you throw rubbish when nobody is watching	22%**	16%	50%	12%
2	How often do you keep papers which are printed on one side in order to write on the other side?	19%	13%	44%	24%**
3	How often do you take shorter showers?	16%	7%	53%	24%**
4	How often do you turn off the light in rooms, which are not being used?	22%	13%	28%	37%**
5	How often do you plant trees or flower on a yearly bases?	22%	13%	48%	17%**
6	How often do you talk about problems related to the environment?	15%	13%	49%	17%**
7	How often do you point out to some one his/her environmental unfriendly behavior?	31%	19%	37%	13%**
8	How often do you use plastic during shopping?	16%**	20%	38%	24%

Note: those in ** indicate the correct answer

The survey focused on learners' consumer and general behavior. In relation to littering, it was only fewer than 22% who never threw rubbish. Similarly, less than 24% of the students always reused items and took shorter showers.

About 37% of the respondents had always turned off the lights when they were not needed. Sadly enough, only 17% students also always

planted trees and flowers on yearly basis. Likewise, only 16% students had never used plastic during shopping.

The students who always engaged themselves in environmental problem discussion were found to be few. 23% always talked about environmental problems. Worse, only 13% of the respondents always pointed out to someone his/her

environmental unfriendly behavior.

Students' Perception of Sources of Knowledge

The responses to the sources of environmental knowledge as perceived by the students are shown in Table 4.

Table 4: Most Important Source of Environmental Knowledge

S / N	Sources	Total
1	General Education of School	29%
2	Special Environmental Courses	20%
3	Talks and Exhibitions	10%
4	Radio and Television	24%
5	Books and Magazines	4%
6	Parents and Friends	8%
7	Others	4%

General education at school accounted for the highest response (29%) followed by radio and television (24%). A good number of students also selected special environmental courses (20%). Only a fairly small percentage of students selected talks and exhibitions (10%), parents and friends (8%), books and magazines (4%) and others (4%).

Membership in Environmental Clubs

Table 5 displays whether students were members of any environmental clubs.

Table 5: Membership in Environmental Clubs

Have you ever been a member of environmental clubs/organizations?	Total	
	Yes	NO
	40%	60%

As the Table shows, 40% of the respondents pointed out that they were members of environmental clubs. Nevertheless, 60% spelled out that they were not members.

Implications and Conclusions

The findings of this paper may draw the attention of educators. And it may have its own implications for subject teachers and curriculum developers. The study pinpoints that learners possess the minimum knowledge regarding environmental concerns. It is not promising. Hence, in schools it seems important to give prominence to environmental issues so as to raise their awareness. They should know factual information about the environment. Particular emphasis should be given to noise and air pollutions, land degradation and general environmental knowledge.

Compared to environmental knowledge, learners' attitude was found to be disappointing. They believed that the government should be responsible for protecting the environment. Besides, learners failed to know that the earth is a planet with limited resources. Thus, they spelled out that mankind could exploit nature in any way he wishes. Consistent to the above assertion, the respondents made clear that there was no need to control the industries. These unfavorable attitudes, manifested by learners, indicated that the subjects have failed to bring about the desired change. Thus, there is a need to redress some of the topics so as to bring the required affective domain.

Of all the responses, the results of the survey in relation to environmental behavior are saddening. The highest score was 37%. Learners did not act properly towards the environment. For example, most learners did not reuse items, turn off the lights, plant trees and flowers and discuss environmental issues.

Examining learners' attitude and behavior, one can safely conclude that the philosophy of these particular learners is environmental domination instead of sustainable development. A lot is expected from school teachers to re-direct learners' attitude and behavior. As to sources of knowledge, the study indicated that learners gain their knowledge from both within and outside school sources. This implies that environmental

education should use both media.

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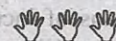
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Useful Tips for Teachers

Improving Discussion and Discourse Patterns

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Introduction

Just as teachers need to learn and practice discussion behaviors, so too do students. For successful classroom discussions to occur, students need to be thought discussion skills and to be socialized into norms that support productive discourse patterns. Several skills and norms are important. Below are skills and strategies to broaden participation, to promote interpersonal regard, and to heighten classroom thinking.

Slowing the Pace and Broadening Participation (Lyman, 1985)

To broaden participation and get real discussions requires substantial changes to the limited pattern of discourse. *The pace must be slowed down and the norms about questioning and turn-taking modified.* Below are some strategies.

Think-Pair-Share

The **think-pair-share** strategy has grown out of the cooperative learning and wait-time research. It is an effective way to extend student thinking and to increase student participation. It challenges the assumption that all discussions need to be held in the whole-group settings and it has built-in procedures for giving students more time to think and respond. They would employ the following steps.

Thinking: The teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue.

Pairing: Next the teacher asks each student to pair off and talk about what they have been thinking.

Sharing: As a final step, the teacher asks the pairs to share with the whole class what they have been thinking about.

Buzz Groups

Buzz groups are one among other effective means of increasing student participation. When using buzz groups, the teacher asks students to

form into groups of three to six to discuss ideas they have about a particular topic or lesson. Each group assigns a person to make a list of all the ideas group members have. After a few minutes the teacher asks the recorders to summarize for the whole class the major ideas and opinions expressed in their group.

The Chance To Listen

During many discussions, students are not listening to one another. Instead, they sit with their hand in the air waiting for their turn to speak. One way to promote listening skills is to insist during some discussions (those where the main objective is to learn discussion skills) that before a student can speak, he or she must first paraphrase what the student who just have finished speaking said.

High-Talker Tap-out

It is not uncommon in whole-class discussions to find only a small percentage of the students participating. One way to produce more balanced participation is to assign one student to keep track of each student's participation. If the monitor observing a particular student talking repeatedly, he or she can pass a note asking that student to refrain from further comments until everyone will have had a turn.

Time Tokens

If the teacher has a class where a few people dominate class discussions and a few never say anything, time tokens can help distribute participation more equitably. Each student is given several tokens that are worth 10 or 15 seconds of talk time.

Beach Ball

A final technique (particularly effective with younger students) for broadening participation and promoting one person talking at a time is beach ball. The teacher gives the ball to one student to start the discussion with the understanding that only the person with the ball is permitted to talk. Other students raise

their hand for the ball when they want a turn.

Increasing Interpersonal Regard and Understanding (Lyman, 1986; McTighe and Lyman, 1988).

Open and honest communication processes are perhaps the single most important variable for promoting positive classroom discourse and discussion. Fortunately, the way discourse occurs in classrooms can be heavily influenced by the teacher's leadership, particularly if efforts are made to teach skills that promote honest communication and positive regard among students.

Since communication is essentially a process of sending and receiving messages, effective communication requires the sender of message to express clearly what he or she intends to communicate and for the receiver to interpret the message accurately. In reality, however, the message a person intends to send often is not the one the other person receives. The intentions in the mind of the sender may not be accurately expressed by the gender or may be expressed in a manner that doesn't fit the prior experiences of the person receiving the message. Whenever either of these conditions occurs, a communication gap develops. Beneath are four **interpersonal skills** people can use to make the process of sending and receiving messages more effective and to reduce the gap in communication. Two of these skills are intended to assist the sender; two assist the receiver.

Paraphrasing

Paraphrasing is a skill for checking with others to be sure you understand their ideas as they intended you to understand. Any means of revealing your understanding of a message constitutes a paraphrase. Paraphrasing is more than word swapping or merely saying back what another person has said. Instead, it answers the question, "what exactly does the sender's state-

ment mean to me?" and requests the sender to verify the correctness of the interpretation. Following are some examples.

Sender: I'd sure like to own this book

You: *(being more specific)*: Does it have useful information in it?

Sender: I don't know about that, but the binding is beautiful.

Sender: This book is too hard to use.

You: *(giving an example)*: Do you mean, for example, that it fails to cite research?

Sender: yes, that's one example. It also lacks an adequate index.

Sender: Do you have a book on teaching?

You: *(being more general)*: Do you just want information on that topic? I have several articles.

Sender: No, I want to find out about cooperative learning.

Behavior Description

In a behavior description, one person reports specific observable behaviors of another person without evaluating them or making inferences about the other's motives. If you tell me that I am rude (a trait) or that I do not care about your opinion (my motivations) when I am not trying to be rude and do care about your opinion, I may not understand what you are trying to communicate. However, if you point out that I have interrupted you several times in the last 10 minutes, I receive a clearer picture of what actions of mine were affecting you. Sometimes it is helpful to preface a behavior description with "I noticed that" or "I hear you say" to remind yourself that you are trying to describe specific actions. Consider the following examples:

"Kebede, you've talked more than others on this topic."

"Kebede, do you always have to be the center of attention?"

or

"Aster, I really felt good when you complimented me on my presentation before the class"

instead of,

"Aster, you sure go out of your way to

say nice things to people."

Describing Feelings

Although people often take pains to make sure that others understand their ideas, only rarely do they describe how they are feeling. Instead, they act on their feelings, sending messages that others draw inferences from. If you think that others are failing to take your feelings into account, it is helpful to put those feelings into words. Instead of blushing and saying nothing, try "I feel embarrassed," or "I feel pleased". Instead of "shut up!" try, "I get hurt too much to hear anymore" or "I'm angry with you."

Checking Impressions

This skill complements describing your own feelings, and involves checking your sense of what is going on inside the other person. You transform the other's expression of feelings (the blush, the silence, the tone of voice) into a tentative description of feelings and check it out for accuracy. An impression check describes what you think the other's feelings may be, and does not express disapproval or approval but merely conveys "This is how I understand your feelings. Am I accurate?" examples include:

"I get the impression that you are angry with me. Aren't you?"

"Am I right that you feel disappointed that no-body commented on your suggestions?"

Often an impression check can be coupled easily with a behavior description, as in these examples.

"Konjit, you've said nothing so far and seem upset with the class. Aren't you?"

"Assefa, you've made that proposal a couple of times. Are you feeling put down because we haven't accepted it?"

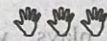
Conclusion

Besides the above strategies, specific visual tools such as the think-pair-share cueing device and the thinking matrix can help students learn discourse and thinking skills. For students to become effective in the discourse system and during specific discussion and discovery lessons requires teaching student discourse

skills just as directly as academic content and other academic skills are thought.

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Incorporating Special Needs ...

Con'd from p. 21

To this effect, teacher education institutions should be built at regional level so that they result in a reduction of social problems in general and achieve the goal: Education for All, in particular.

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Incorporating Special Needs in Primary Education and Some Barriers of Broader Social Inclusion

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Background

Education plays vital role in achieving sustainable economic growth and reducing poverty. This becomes real if barriers of broader social inclusion are removed. To this effect, there is high need to call attention to the disadvantaged groups by allocating resources and providing assistance. The education and training policy (1994) emphasizes the expansion of quality primary education to all citizens.

Underpinning the issue, the education sector has a strategy for special needs education which overviews the current situation and strategic priorities. It also identifies resources and opportunities. To attain the strategic outcomes, there is a defined approach as a means to implement the overall objectives.

Thus, education should be for all irrespective of gender differences and learning difficulties. Ordinary schools should give support to the needy. In spite of the fact that special needs education (SNE) has been expanding in the last decades, the main barriers are seldom under consideration. Thus, the paper addresses these issues and uncovers solutions to attain the motto, "Education for All" in light of the Ministry of Education's strategy in primary education system.

Current Situation of SNE and Policy Implementation

The Education and Training Policy (ETP, 1994) sets a strategic plan that encompasses student children with disabilities and disadvantages. The policy forms the bases of the strategy considering the current situation and existing resources. Access for services, prioritizing strategies and providing responsibilities are important to efficient and effective implementation.

There should be special attention to gender and special needs because of different factors. Repetition and dropout are serious problems. Schools are not well organized due to this there is few data about student children with learning difficulties. Problems to learning also emancipates from quality of teaching, interactions between teachers and students, socio-cultural environment and availability of facilities.

Incorporating special needs in Ethiopian education is a phenomenon that should be addressed from many angles. Quality education and access to all is the first issue. Concerning drawbacks of quality, SNE is under-resourced. There are also few accesses for the needy. It mainly arises from being unaware of the universal right to primary education. That is why only 1% of them get access to education (Tirussew 2006).

Teacher education and school management are the second issues which lead to school children repetition and dropout. There is lack of awareness about the children's problems (e.g. personal, family). This arises from poor skill based professionals. Weak infrastructure, poor recording and few regular reports including on budget and funding because of lack of human resources are other barriers in current situation of SNE.

Access to Services

As the National Education Policy set in line with international principles related to special needs, the government gives attention for 10-

20% of children who are in need to achieve the goal of universal education. It focuses on equal access to public funded social services as a strategy (ETP, 1994) which is a barrier to social inclusion if not handled properly.

This strategy is, firstly, directed to implement the rights of citizens to education. To this effect, developing a guideline and modifying a curriculum is vital. Increasing the number of trained manpower, providing appropriate materials to schools facilitate the participation of schoolchildren with special needs. By building teachers' capacity and facilitating school managements, it is possible to take affirmative action to ensure better education for all.

Prioritizing the Strategy

There are emerging problems on giving levels and orders on matters that should be included in SNE. Since the level of needs and disabilities are not the same and uniform, like psychological problems, there should be strategic priorities in implementations to be fruitful. Prioritizing the strategy should start from planning in which the schools are organized and the teachers are appropriately educated along with inclusive line. Developing a guideline and provision of technical assistance should also be the strategy of priorities.

Setting time framework for activities will end with expected outcomes and good results if the actual plans are designed by responsible bodies. Creating awareness, planning and reporting inclusion of SNE and sharing ideas with stakeholders and improving trainings are positive outcomes.

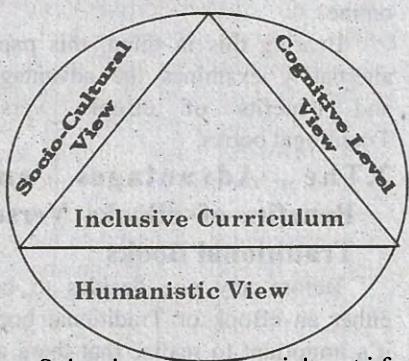
Various Responsibilities

Inter-sectoral cooperation and working with partners should be considered to address matters related to SNE. Favorable policy environment and division of duties and responsibilities at various levels should

be set to have collaborative effort. Firstly, favorable policy environment helps to support schools and teachers so that numbers of repeaters and dropouts will be reduced which are targeted by SNE. Favorable policy helps the enhancement of quality education, gives access to all and ensures equity. Otherwise, it will continue as barrier in benefiting the disadvantaged groups in the education sector.

Secondly, there should be division of duties and responsibilities in the education system. This will help to plan, monitor and evaluate the implementation of SNE at different levels; the education sector ensures the integration of SNE in the education program by preparing guideline and curriculum and facilitating conditions. If the curriculum doesn't consider socio-cultural, cognitive level and humanistic views, it is seldom able to accommodate special needs education and hence it becomes ineffective and inefficient.

Materials that incorporate these views shouldn't be only an input, it is possible to see them as emerging from the teaching and learning as an ongoing achievement of the process.



Schools identify special needs and plan accordingly at their level based on the schoolchildren's cognitive and emotional needs that should be taken into account in setting the curriculum that incorporates SHN. Schools work with communities and monitor the program because communities focus on socio-cultural values. Parents and community send their children to school and ensure the favorable condition for school children. They inform children's situation to teachers and school. Eventually, these explicit views help the teaching learning process to accommodate the target it addresses. Thus, responsible bodies should always have updated information through networks for capacity building

and supporting each other.

Capacity building

Different sources are not stretched to boost up school management and teacher educator. This trend should be changed. Firstly, there should be collaborative work with expertise to increase the number of trained manpower. Teacher education sector should provide relevant education to produce skill based professionals of SNE. Introductory course of SNE and in-service trainings to teachers could help increase human capacity. Teachers should participate in action research, identify good examples and support students with special needs. Secondly, budget should be allocated for capacity building. It should support for learning, improve materials and facilitate support system.

There should be cooperative and partnerships with Ministry of Education and other organizations like MoH, Labour and Social Affairs to have strong horizontal relation (ETP1994). School management has to cooperate in order to implement materials with SNE and bring positive attitude in the school.

Supporting System

As part of educational sustainability towards SNE, there are different supportive systems in which schools, teachers and students receive supports. When the network system is not well established in supporting co-teaching, training teachers is one of the remedy to tackle barriers of social inclusions. There might be a need for additional expertise like doctors and psychologists. Technical assistance to the management is another support. Establishing resource centers (or using existing special school as resource center) helps teachers to know their students and provide proper support. Therefore, needs have to be assessed case by case involving parents, teachers and other professionals.

A great majority of school children who repeat/dropout school can attend ordinary school with some supports from their teachers. A minority of schoolchildren who have disabilities like hearing and visual impairments, however, need be taught in special class. Consequently, forming special units and classes is helpful to support in small groups as early as possible.

Plan should be set to ensure regular support at management level. School management should address its own

responsibilities. Guidance, information about existing special classes and cooperating with communities and additional expertise are among its task to use supports properly. Teachers should exchange information among each other about schoolchildren. It in turn helps to give classroom assistance and adapt materials. There should also be coordination and cooperation among stakeholders (e.g. parents, teachers, and other professionals) to help the needy learn and participate so that universal primary education for all is addressed properly.

Summary

In Ethiopian socio-cultural aspect, children with learning difficulties seldom get attention and special needs education seems neglected in most cases. This arises from lack of awareness. Weak economic capacity and shortage of trained manpower are other constraints to implement SNE in schools. The curriculum and materials are not inclusive special education. The third challenge is poor understanding of the issues by some officials.

Creating awareness about children with learning difficulties has main valve. The special needs education program has its own benefits to attain education goals. It improves quality of teaching-learning process by addressing special needs in the school curriculum, by building teachers' capacity and by improving classroom- and school-environments for marginalized children.

As education is the key to sustaining economic growth and reducing poverty, the ministry should assure access to quality education which encompasses school children with learning difficulties.

Conclusion

In general, many school children have temporary or long term learning problems. These students are at risk of repetition and dropout. They have learning difficulties and are excluded from education. Thus, with respect to including SNE in schools' main concerns, revisiting the curriculum and teachers' effectiveness shouldn't be left for tomorrow. In relation to this, a comprehensive and coordinated approach must be established among all stakeholders operating in the education sector.

(to be continued on page 19)

Bird's Eye View on the Advantages and Benefits of e-Books Versus Traditional Books

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1. INTRODUCTION

Ancient Greeks made significant transition from orality (Socrates) to literacy (Aristotle). Predictably, this practice of reading helps to strengthen literacy proficiency. The more we read the better readers we become. A significant correlation exists between the frequencies of reading books and literacy levels.

Similarly, youth who read or write letters in their leisure time at home score significantly better on literacy scores (Willims, 1999).

When it comes to higher education institute students, those students who read for fun as well as for study do better academically than students who do not read beyond what is required for their course work (Burgess and Jones, 2010).

As students move into the work force, a significant loss in literacy skill level can occur over their life, unless they read at home or away from the job (Willims and Murray, 2007).

There are also various noteworthy relationships between literacy rates and positive social behavior. For example, there is correlation between high youth literacy rates and low crime rates, low unemployment and dependence on social welfare, and low health care expenditures (Willims,

2003).

Similarly, high levels of adult literacy are associated with higher level of employment and wages, lifelong learning activities, participation in society, and level of health (Ibid, 2003).

A strong correlation has even been found between literacy levels and the likelihood of time spent in prison (National Endowment for the Arts, 2007). The NEA has found that 50 percent of Americans who are readers have far higher levels of cultural and civic engagement than non-readers. And so, they visit more museums, play more sports, exercise more, do more outdoor activities, and they are much more likely to volunteer and vote (Ibid, 2007).

A significant correlation has also been found between library use and social involvement. People who frequent libraries have higher levels of trust, are more likely to be involved in their community, and show a high level of civic engagement (Johnson, 2010).

On the contrary, with the advent and advancement of Information Communication Technology (ICT), writing and reading—from newspapers to novels, academic reports to gossip magazines—are migrating ever faster to digital screens, like laptops and cell phones. Traditional book publishers are putting out “vooks”, which place videos in electronic text that can be read online or an iPhone. Others are republishing old books in electronic form. And libraries, responding to demand, are offering more e-books for download (Hargittai, 2002).

Indeed, Web site designers know very well that people generally do not read much online. Web site users tend to browse pages rapidly, and read only about 20 percent of the text on an average page (Nielson, 2008).

From the aforesaid fact, one can understand that a typical “screen based reading behavior” is emerging

characterized by more time spent on “browsing and scanning, keyword spotting, one-time reading, non-linear reading, and reading more selectively, while less time is spent on in-depth reading, and concentrated reading (Liu, 2005).

When on-line, people switch between two poor kinds of reading—“tunnel vision” reading in which one reads a single bit of text without the sense of the context, and “marginal distraction,” which happens, for example, when a person reads textual feeds on the sidebar of a web site such as the blog (Liu, 2010).

Hence, recently a new wave of considerable discussion about the advantages and benefits of eBooks versus Traditional books has been taking place in the popular press and online.

Bearing this in mind, this paper alternately examines the advantages and benefits of eBooks versus Traditional books.

2. The Advantages and Benefits of eBooks Versus Traditional Books

Before any one decides to buy either an eBook or Traditional book, it's important to realize that there are some advantages and benefits of each. And so, one should always evaluate his/her own needs before deciding.

2.1. The Advantages and Benefits of eBooks

* **Travel.** If you're on the go a lot, you know how heavy regular titles are, particularly if you intend to finish one book while you are out and need to bring another book with you. eBooks allow you to bring a whole library with you wherever you go. You can switch between titles with ease and the weight is lighter than a standard paperback.

• **Storage.** Those who own a lot of books know how much space they can take up, but with a reader, your bookshelf is located on a small handheld device, your computer or on both. This will save you a lot of storage space and also means you have a backup online if something happens to your books.

• **Price.** eBooks are often cheaper in the long run because there are no printing fees associated with them. In fact, you can often find free eBooks online, whereas physical books almost always cost you something. You must remember, however, that readers are not free, you are going to spend a good amount upfront for a device like this.

• **Speed.** When you buy an eBook, your reward is instantaneous. Whereas if you order a book online you have to wait for it to arrive before the fun begins.

• **Font adjustments.** With an eBook, you can instantly change the darkness of the lettering or the size of your font. When your eyes feel strained after reading a paper book too long, you have little choice but to stop reading. With an eBook, you can just change the font size and keep going. This is also a great feature for those who need large print books.

• **Night reading.** If you read in bed, an eBook may be a good option as many readers come with built-in reading lights. These are easy to use and won't get in the way like the lights attached to actual books do.

• **Searchable.** Allowing easier access to a single desired occurrence and easier comparisons of multiple occurrences.

• **Enhanceable.** Resources designed to enhance text use and comprehension can be embedded into an eBook by the developers or by teachers. These resources might be designed to support students' understanding of the text (example:- definition, explanation, pictures) or extend their learning (example:- background, information, primary source material, links to related documents). By supporting students' literacy skills, embedded resources can also help students with diverse learning needs achieve success in their efforts to read and learn from eBooks.

• **Modifiable.** Can be changed during use to meet the needs of the reader

(multiple languages). It also allows students to add their own documents and images to the book, or annotate the text with personal observations in the form of notes.

• **Environmental Friendly.** They are produced without using a printing press, fuel for delivery and they are paper-free and ink-free. Hence; there are no trees cut to create it and the cost is cheaper.

• **Availability.** eBooks are available seven days a week, and twenty- four hours a day.(Harness 2009;McKenize 2012; Sasson 2010)

2.2.The Advantages and Benefits of Traditional Books

• **Resale value.** Like music downloads, you'll never actually be able to resell electronic books. If you are into collectable books, this is a particularly big problem and you should only use physical titles.

• **Reading ease.** This one is only really a benefit for those that would otherwise read eBooks on their computers or phones. If you buy a commercial eReader, it will probably use ink technology that will not hurt your eyes with backlight. Nevertheless, you don't need to worry about this problem with a physical book.

• **No devices needed.** If you find yourself in a small town without your cell phone or computer, you won't be able to download a new title for your eBook, but you can always stop by a local bookstore and pick up a new paperback.

• **No batteries.** While most readers have a good battery life, there will still be times where you forget to charge it and then can't read at all. You'll never have this problem with a standard book.

• **No warranties needed.** If your eReader breaks, you will have nothing to read until you receive a new one. Some devices let you read the titles you have saved on your computer, but it's just something you'll never have to worry about with a physical book. Best of all, if a book does get damaged to where you can't read it, you can just go to the bookstore and buy another copy, rather than worrying if it is still covered by the manufacturer's warranty.

• **Tradition.** Let's face it; you're never going to get that comforting smell of paper or the weight of a good book in

your hands when you read an eBook. And while you can flip ahead in an eBook, you can't do so in a matter of seconds and flip right back to your page.

As one can see, both types of books have many advantages and benefits; the decision is ultimately up to the user. Some people find technology more convenient, while others find the weight and smell of books to be comforting.

In conclusion, HEIs; such as, St. Mary's University College should play active role to equip their library with both types of book collections and assist their students to make the best out of them.

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Reflection



How to Cut Down on your Drinking

Contributed by Tamrat Haile

At the beginning of a new year, it is common to hear such personal decisions as, "I will do (or not do) this and that in the forthcoming new year". But only god knows if these people are really as good as their golden words to fulfill the promises they pledge. Most often, many people forget what they promise to do or to be as of the beginning of the New Year as time goes by and keep on the old tradition they were used to. Amongst the promises people often mention in such occasions include withdrawal from addictions such as alcoholic drinks, *khat*, cigarettes, and/or other addictive substances which affect the human mind and chemical composition of the body in various ways. The contributor of this piece, for instance, has been trying to give up drinking alcohol in his New Year promises for many years in the past. But he failed to date.

Whatever reasons may be attributed to our drinking habit, based on studies and practical life experience, it is quite understandable that being addicted to alcohol is absolutely dangerous. Though it is 'better said than done', let us skim over the following piece of writing on how to cut down our alcohol intake and gradually become alcohol free individuals. The source is the internet.

If you are drinking too much, you can improve your life and health by cutting down. How do you know if you drink too much? Read these questions and answer "yes" or "no":

- Do you drink alone when you feel angry or sad?
- Does your drinking ever make you late for work?
- Does your drinking worry your family?
- Do you ever drink after telling yourself you won't?
- Do you ever forget what you did while you were drinking?
- Do you get headaches or have a hang-over after you have been drinking?

If you answered "yes" to any of these questions, you may have a drinking problem. Check with your doctor to be sure. Your doctor will be able to tell you whether you should cut down or abstain. **If you are alcoholic or have other medical problems, you should not just cut down on your drinking—you should stop drinking completely. Your doctor will advise you about what is right for you.**

If your doctor tells you to cut down on your drinking, these steps can help you:

1. Write your reasons for cutting down or stopping.

Why do you want to drink less? There are many reasons why you

may want to cut down or stop drinking. You may want to improve your health, sleep better, or get along better with your family or friends. Make a list of the reasons you want to drink less.

2. Set a drinking goal.

Choose a limit for how much you will drink. You may choose to cut down or not to drink at all. If you are cutting down, keep below these limits:

- **Women:** No more than one drink a day
- **Men:** No more than two drinks a day

These limits may be too high for some people who have certain medical problems or who are older. Talk with your doctor about the limit that is right for you.

Now—write your drinking goal on a piece of paper. Put it where you can see it, such as on your refrigerator or bathroom mirror. Your paper might look like this:

My drinking goal .

- I will start on this day _____.
- I will not drink more than _____ drinks in 1 day.
- I will not drink more than _____ drinks in 1 week.
or
- I will stop drinking alcohol.

(To be cont'd on back inside cover page)

Altruism - a Slowly Fading away Societal Value

Mulualem Denbegna

COMMENTARY



The Merriam Webster dictionary defines *Altruism* as unselfish regard, devotion or concern to the welfare of others. It is a traditional virtue in many cultures, and a core aspect of various religious traditions, though the concept of 'others', towards whom concern should be directed, can vary among cultures and religions. Altruism is the opposite of selfishness or egoism. There has been some debate on whether or not humans are truly capable of achieving altruism.

Altruism is distinguished from feelings of duty and loyalty. It is a motivation to provide something of value to a party who must be anyone except the self, while duty focuses on a moral obligation towards a specific individual or collective. Pure altruism consists of sacrificing something for someone other than the self (e.g. sacrificing time, energy or possessions) with no expectation of any compensation or benefits, either direct or indirect. Much debate exists as to whether true altruism is possible. Arguably, the act of sharing, helping or sacrificing may be primarily motivated by the gratification it brings in turn.

The concept of altruism has a long history in philosophical and ethical thought. The term was originally coined in the 19th century by the founding sociologist and philosopher of science, Auguste Comte, and has become a major topic for psychologists, evolutionary biologists, and ethologists. While ideas about altru-

ism from one field can have an impact on the other fields, the different methods and focuses of these fields lead to different perspectives on altruism. In brief, altruism is caring about the welfare of other people and acting to help them. It is all about helping, comforting, sharing, cooperation, philanthropy, and community service.

Most, if not all, of the world's religions promote altruism as a very important moral value. Buddhism, Christianity, Hinduism, Islam, Jainism, Judaism, Sikhism, etc., place particular emphasis on altruistic morality. Altruism, for instance, figures prominently in Buddhism. Love and compassion are components of all forms of Buddhism, and both are focused on all beings equally: the wish that all beings be happy (love) and the wish that all beings be free from suffering (compassion).

Altruism was also central to the teachings of Jesus Christ found in the Gospel, especially in the Sermon on the Mount and the Sermon on the Plain. "You should love your neighbor as yourself" seems to be the foundation of Christianity. Many biblical authors draw a strong connection between love of others and love of God. It is stated in the New Testament that for one to love God, first they must love their fellowman. According to the Bible, no one is said to genuinely love the invisible God before s/he loves the tangible human being near him or her.

In Islam, too, the concept of altruism is the notion of 'preferring others to oneself'. For Muslims, this means devotion to others' need through complete forgetfulness of one's own concerns. The importance lies in sacrifice for the sake of the

greater good. Islam considers altruists as abiding by the highest degree of nobility.

On the other hand, many studies have observed the effects of altruism on happiness and health and have consistently found a strong connection between volunteerism as well as current and future health and well-being. In a study of older adults, those who volunteered were significantly higher on life satisfaction and will to live, and significantly lower in depression and anxiety. Altruism and helping behavior have not only been shown to improve mental health, but physical health and longevity as well.

However, despite all these moralistic and religious implications as well as health benefits, altruism seems to be slowly fading away from the mindset and practice of a sizable number of people especially those living in our main cities and the surrounding areas. The writer of this piece wishes to exercise maximum caution and prudence not to jump to hasty generalizations or broad conclusions and put every metropolitan in the same basket. This article is aimed simply at shedding light on the need to maintain our long-held Ethiopian altruistic tradition, which had been the basis for our strong social fabric.

Several factors are cited as possible reasons for the fast declining of altruistic values in our society. One of them is modernization and the ensuing pervasive egoistic trends.

Indeed, the so-called modernization has had a marked impact in changing the personality of our society especially those living in the metropolis. As attachment to one's tradition and culture decreases and modernity increases as a result of societal modernization, people tend to have lower societal-oriented achievement motivation and a higher need for individual-focused achievements.

Globalization and the subsequent inflow of western cultures and life styles gave way to individualism, which is an alien mode of personality to the Ethiopian community. And, individualism is growing fast to the level of egoism, a personality drive aimed at maintaining and enhancing favorable views of oneself. Unlike altruists, the egotists have an overwhelming sense of the centrality of the 'Me' of their personal qualities. They have no concern for others, including those loved or considered as "close". Although it requires a well-researched empirical data, a common

layman observation indicates that the Ethiopian traditional value of altruism in the metropolis is being rapidly eroded and replaced by high level of striving for self-achievement and aggrandizement. The metropolis altruistic orientations are being gradually transforming into a more modern pattern consisting of individualism and egoism. People are tending to place more value on personal economic gains than societal reward and advancement.

Especially the younger generation in the metropolis appear to be moving towards attaching more importance to comfortable self-life and less emphasis on social values of helping and being there for each other. The younger generation is increasingly ascribing higher ratings to the values of individualism and lower ratings to collectivism, altruism, patience, and compassion.

True, in light of the growing globalization and technological stride world-wide I am not suggesting that we have to shy away from modernization and

civilization. Not at all! But, it is my strong belief that we can embrace modernity and its associated benefits without compromising and sacrificing our long-held and risk-free good traditions such as being altruistic, hospitable and compassionate. These are our hallmark societal values that promote collective work and ultimately entail collective growth.

Altruism promotes our own happiness. The more we care for the happiness of others, the greater our own sense of well-being becomes. I would like to conclude this piece of writing by quoting the famous noble prize winner Tibetan monk and activist Dalai Lama. "Many illnesses can be cured by the one medicine of love and compassion. These qualities are the ultimate source of human happiness, and the need for them lies at the very core of our being".



የሄግል ክርስትና ...

ከገጽ 40 የዘረ

የግልበጣው ውጤት ንፁህ የሆነ ተመሳሳይነት ስለሚያመጣ ቀልዱን መጥፎ ያደርገዋል። የመጀመሪያው እግዚአብሔር ሞቷል፤ የተፈረመው በርግጥ በሕይወት ባለ ነቺ ሲሆን ይኸው ዐርፍተ ነገር ተገልጦ ወደ ነቺ ሞቶአል፤ እኔ ግን በሕይወት አለሁ ወደሚል እግዚአብሔር ተቀድሯል። አዚህ ጋ አንድ የታወቀ ምን ልዩነት አለ? የሚባል የፔኮዘልቫኪያ ቀልድ አናንሳ፤ በፖፕስ በትራምፎት መካከል ምን ልዩነት አለ? ፖፕ ከርም ሲሆን ትራምፎት ግን ከቆርቆሮ ይሠራል። ከርም ከሆነው ፖፕና ከቆርቆሮ ከሆነው ትራምፎት መካከል ምን ልዩነት አለ? ከቆርቆሮ የሚሠራው ትራምፎት ከርም መሆን ሊችል ከርም የሆነው ፖፕ ግን ከቆርቆሮ

አይሠራም። በተመሳሳይ መልኩ በፓሪስ የተቀረፀውን ጽሑፍ ቀልድ መደገም ይቻላል። በእግዚአብሔር ሞቷል እና በነቺ ሞቷል መካከል ምን ልዩነት አለ? እግዚአብሔር ሞቷል ያለው ነቺ ሲሆን ነቺ ሞቷል ያለው ግን እግዚአብሔር ነው። እግዚአብሔር ሞቷል ባለው ነቺ እና ነቺ ሞቷል ባለው እግዚአብሔር ምን ልዩነት አለ? እግዚአብሔር ሞቷል ያለው ነቺ እራሱ አልሞተም ነቺ ሞቷል ያለው እግዚአብሔር ግን እራሱ ሞቷል። ዋናው የምን ልዩነት አለ ቀልድ አስቀኝነት ያለው መመሳሰል ስንጠብቅ ልዩነት ሲኖር ሳይሆን ልዩነት ስንጠብቅ መመሳሰል ሲኖር ነው። በዚህም መሠረት የነቺ እግዚአብሔር ሞቷል፤ የሆነና፤

እኔም ጥሩ ስሜት አይሰማኝም፣ በሚል በጨመርብኩ የበለጠ አስቀኝ ይሆናል። ክርስቶስም በመስቀሉ ላይ ያሰማው ምሬት በተመሳሳይ የሚታይ ቀልድ ነው። አያሉስ በመስቀሉ ላይ የሚሞተው የራሱን መት አካል የማስወገድ ከመለኮት ጋር ለመቀላቀል ሳይሆን ክርስቶስ የሚሞተው እግዚአብሔር ስለሆነ ነው። በዚህም መሠረት ነቺ በመጨረሻዎቼ የምሆርነት ዘመኑ መጸሐፍትና ደብዳቤዎች ላይ ሲፈርም ልክ እንደ ክርስቶስ ጥሩ ከመዲ ለማድረግ ፋኒቸ እግዚአብሔር ሞቶአል ላይ ነቺ እራሱን በጨምርና ለነገሩ እኔም ጥሩ ስሜት አይሰማኝም፣ በሌላ።



Phrasal Verbs



In this edition of 'The Teacher', we will deal with some of the phrasal verbs used in the English language. According to Encarta Dictionary, phrasal verbs are verbs combined with other words to give a meaning, a meaning usually different from the one the combined words give individually. In short a phrasal verb is "a verb combined with another word, that is, a verb followed by an adverb, a preposition, or both, used with an idiomatic meaning that is often quite different from the literal meaning of the individual words. Examples include 'put up with,' meaning 'tolerate,' and 'stand for,' meaning 'represent.'" We can have thousands of phrasal verbs in English that are used idiomatically in addition to or along with the plain or literal usage of the words in the language.

In this issue, we shall see some phrasal verbs taken from internet sources. They are elaborated by appropriate sentences that show the meanings correctly. For now, we will deal with A to D in alphabetic order; and God willing, we shall treat others in the coming editions of this bulletin.

Account for

(inseparable) to explain

Abebe's wife was angry at him because he could not account for the lipstick on his collar.

Acquaint with

(separable) to make someone

aware of or familiar with someone or something.

You should acquaint yourself with cultures from around the world.

Act up

(intransitive) to behave poorly (human); to reoccur (disease); to malfunction (machine)

I think I'll stand rather than sit because my hemorrhoids are acting up again.

Add on

(separable) to increase or enhance something by joining or uniting something to it

We've decided to add on another bedroom to the house.

Add up

(intransitive) to result in a certain total

I've calculated that over and over, but it just doesn't add up.

Add up to

(separable) to result in a certain total

The money I lost in the slot machines added up to over three hundred dollars.

Ask for

(inseparable) to deserve a negative consequence

George is asking for trouble.

Ask in

(separable) to request someone to come in

At the end of the date, I asked Mulu in.

Ask out

(separable) to request someone to go on a date with you

I asked Mulu out again. She refused.

Back away

(intransitive) to retreat backwards

The crowd backed away as the terrorist blew himself up.

Back down

(intransitive) to concede in a disagreement

The mugger backed down when he saw that Belay was carrying a 9mm handgun.

Back up

(separable) to make copies of computer files just in case something happens to the original files

Please be sure to back up your files before you go home each day.

Back up

(separable) to help or support

I will back my friends up no matter what they do.

Back up

(separable) to go in reverse

When Steve passed the beautiful girl hitchhiking on the freeway, he immediately stopped the car, backed up, and offered her a ride.

Bail out

(intransitive) to jump out of an airplane (usually when it's going to crash)

Luckily the pilot bailed out before his plane hit the side of the mountain.

Bail out

(intransitive) to quit or stop doing something (usually when experiencing difficulties)

The congressional candidate bailed out of the race because there was no hope that he could raise enough money to win.

Bail out

(separable) to rescue someone financially from a difficult situation

Belachew's uncle bailed him out of the financial problems he was having.

Ball up

(separable) to roll or form something into a round shape

When Zerihun does his laundry, instead of folding everything nicely when it's done, he just balls

- everything up and throws it in a bag.
- Bash in**
(separable) to damage something by hitting it violently
Vandals bashed in the windows of my new house.
- Beat up**
(separable) to hurt someone by hitting and/or kicking them repeatedly
The bully beat the other kids up for their lunch money.
- Black out**
(intransitive) to lose consciousness momentarily
Belay had a very severe headache and blacked out several times, so his doctor admitted him to the hospital.
- Blend in**
(intransitive) to match or look the same as the surroundings
In Belay's neighborhood, if you don't blend in, you'll get beat up.
- Blow off**
(separable) to remove with powerful force
The bomb blew the roof off the house.
- Blow up**
(intransitive) to suddenly become angry
The teacher blew up when she discovered that the students hadn't done their homework.
- Blow up**
(separable) to explode or to destroy something with an explosion
Mulu was arrested for blowing up Belay's car with a homemade bomb.
- Blow up**
(separable) to inflate
Al's job was to sell the balloons. Jim's job was to blow them up.
- Bone up on**
(inseparable) to review, study, or practice a subject for a short period of time
I need to bone up on my math as I have a university entrance exam at the end of the month.
- Boss around**
(separable) to tell someone what to do repeatedly
Mulu likes to boss people around.
- Break down**
(intransitive) to stop functioning
John had to learn to become a good mechanic as his car was always breaking down.
- Break down**
(intransitive) to lose control of one's emotions
Belay broke down in tears when he heard that Mulu had been arrested.
- Break in**
(separable) to work or repeatedly use something so that it becomes comfortable or easily usable
Belay's shoes hurt him as he had not yet broke them in.
- Break in**
(intransitive) to forcibly enter a building
Belay called the police when he thought he heard someone breaking in.
- Break into**
(inseparable) to forcibly enter
Mulu broke into the car to steal the stereo.
- Break out**
(intransitive) to suddenly develop or erupt
A riot broke out in Los Angeles today.
- Break up**
(separable) to cause to disperse or scatter
What time did the cops break the party up last night?
- Break up (with)**
(separable) to end a relationship
Have Getachew and Almaz broken up yet?
- Bring about**
(inseparable) to make happen
Alemu's new girlfriend brought about some positive changes in his behavior.
- Bring around**
(separable) to guide someone or convey something
I will bring the new intern around the office when she gets here.
- Bring around**
(separable) to persuade, to cause to come on to do something through persuasion
Mulu's passionate speech brought Belay around to donating to her organization.
- Bring down**
(separable) to cause to fall
The rebels in Syria are hoping to bring the Assad government down.
- Bring forth**
(separable) to produce or give rise to
The eager new intern brought forth many new ideas on how to run the company.
- Bring in**
(separable) to arrest someone; to bring someone to the police station (usually for questioning)
The police brought Belay in for robbing the bank.
- Bring in**
(separable) to reach a verdict
The judge declared a mistrial because the jury could not bring in a verdict.
- Bring in**
(separable) to earn money
Senait hates her new job, but she is bringing in a lot of money.
- Bring on**
(separable) to cause to appear
Bring on the birthday cake!
- Bring up**
(separable) to raise or rear
Mowgli was a boy brought up by wolves.
- Bring up**
(separable) to mention
When talking to Mulu, Belay never brings up her criminal record.
- Brush up on**
(intransitive) to practice; to improve your skill or knowledge
Belay went back to school to brush up on mathematics.
- Burn down**
(separable) to destroy by fire
Please don't smoke in bed for you may burn the house down.
- Butt in**
(intransitive) to enter a conversation uninvited
"Excuse me for butting in, but I couldn't help overhearing..."
Call off
(separable) to cancel
Mulu decided to call off her wedding with Belay.
- Call up**
(separable) to telephone

Aster called the priest up to tell him the wedding was off.

Clam down

(separable) to stop being emotionally distressed

Belay was so upset that nothing could calm him down.

Carry on

(intransitive) to continue

Belay was not sure if he could carry on any longer.

Catch on

(intransitive) to become popular

Belay is hoping that being short, fat, and bald will catch on.

Check in

(separable) to register (usually at a hotel, airport, or hospital)

The terrorist sweated nervously as he checked his baggage in.

Cheer on

(separable) to support or encourage with shouts of praise

The crowd at the marathon cheered the runners on.

Cheer up

(intransitive) to become happier or less miserable

Belay cheered up at the end of the night.

Cheer up

(separable) to make someone become happier or less miserable

We tried very hard to cheer Mulu up, but nothing we did worked.

Chicken out

(intransitive) not to do something because of fear

Belay wanted to ask Mulu out on a date, but he chickened out.

Clean up

(separable) to clean completely

When living with others it is important to clean up after yourself.

Color in

(separable) to fill with color (usually an outline)

Belay happily colored in the pictures in his textbook.

Come about

(intransitive) to happen

How did that come about?

Come across

(inseparable) to find by chance

As Belay was cleaning up his room he came across Mulu's phone number.

Come along

(intransitive) to appear

Belay was quite happy until Mulu

came along.

Come along

(intransitive) to accompany someone who takes the lead

Hagos asked me to come along on the trip, but I decided not to.

Come along

(intransitive) to progress

Things are coming along well at work these days.

Come around

(intransitive) to change one's opinion or position

After our long debate, Zeberga finally came around to my point of view.

Come back

(intransitive) to reply, retort

When Sisay criticized Mulu, she came back with some very sharp criticism of him.

Come back

(intransitive) to even the score (sports)

France came back to beat England after being down 1-0 all game.

Come back

(intransitive) to recall

I think I remember that story. It's all coming back to me now.

Come back

(intransitive) to be restored

I was sick and weak, but now I feel better and my strength is coming back.

Come back

(intransitive) to return to a place one has been before; to return to a previous activity

Belay left our office, but quickly came back after discovering he had left his keys here.

Come by

(inseparable) to obtain (accidentally)

I'm not sure how I came by this hat, but I've had it for years.

Come by

(intransitive) to visit informally

I was in the neighborhood so I thought I would come by to see how you were doing.

Come down

(intransitive) to become sick

Belay came down with the flu.

Come down

(intransitive) to reduce to the essential element

In politics everything really just comes down to the economy.

Come down

(intransitive) to precipitate, fall from clouds

Snow has been coming down for about 2 hours now.

Come down

(intransitive) to descend, fall, go down

It's been hot all day. Finally the temperature is starting to come down a bit.

Come down

(intransitive) to criticize

Belay came down on Mulu for not washing the dishes after dinner.

Come in

(intransitive) to arrive, get in

News came in that next year's car models have just come in.

Come in

(intransitive) to place in a race or contest

Molla came in second in the Boston Marathon.

Come in

(intransitive) to be received (signal)

No matter how much Belay adjusted the antenna, the radio station just didn't come in very well.

Come into

(inseparable) to acquire

Mulu came into a lot of money when her grandfather passed away.

Come off

(intransitive) to appear

Gizachew doesn't come off as being very intelligent.

Come off

(intransitive) to fare, happen in a particular manner

The meeting came off as well as could be expected.

Come off

(inseparable) to have recently completed or recovered from

After coming off a nasty hip injury, Haile went on to win the Sydney Marathon.

Come on

(inseparable) to advance progressively

Our soccer game ended as darkness came on.

Come on

(intransitive) to project a particular personal image

Mulu comes on as a very serious person, but is actually quite fun.

Come on

(intransitive) to start running, become available

I wish the electricity would come on again. It is dark in here

Come out

(intransitive) to become known, to come into public view, to debut

The news of the candidates past sexual misconduct came out just before the election.

Come out

(intransitive) to turn out, result

Everything came out fine in the end.

Come out

(intransitive) to declare one's position publicly

The senator came out against gay marriage.

Come out

(intransitive) to reveal that oneself as homosexual

After years of trying to act straight, Belay finally came out.

Come over

(intransitive) to change sides

Sisay has finally come over to our way of seeing things.

Come over

(intransitive) to visit casually

Gedeon and his wife are coming over to watch football tonight.

Come through

(intransitive) to do what is expected or required

I really needed to get tickets to the show and Belay, my buddy, came through for me and got me a pair.

Come through

(intransitive) to be communicated

Bezavit's displeasure with Solomon really came through when she hit him upside the head.

Come up

(intransitive) to be mentioned

In Belay's conversation with Mulu, the topic of their wedding never came up.

Come up

(intransitive) to approach, draw near

Birtukan came up and introduced herself.

Come up with

(inseparable) think of

Trunesh came up with a brilliant idea.

Come up on

(inseparable) to meet or discover by accident

Endalkachew came upon a twenty dollar bill while walking down the street.

Copy down

(separable) to record in writing

Argaw told Elleni about the idea. She copied it down and sold it to the highest bidder.

Crank up

(separable) to increase the power or volume

Every time that song comes on the radio, I crank it up.

Cross out

(separable) to draw a line through something

I didn't have an eraser, so I had to cross out my mistakes instead.

Cut down

(inseparable) to reduce

I decided to cut down his alcohol consumption.

Drop away

(inseparable) get worse
Selamawit's grades are dropping away.

Die down

(intransitive) to decrease

The noise from the party finally died down around four in the morning.

Die out

(inseparable) decrease momentum or severity

The fire died out soon.

Dig up

(separable) to look for and find hidden things or information; find something by digging in the ground
Mary was paid thousands of dollars to dig up some dirt on that promising politician.

Alemayehu dug up an old box in the garden.

Dish out

(separable) to allocate, dispense, or distribute food from a container

After dinner, Max dished out some delicious fruit salad for desert.

Doze off

(intransitive) to fall asleep

You know you're a boring speaker when your entire audience dozes off.

Drag on

(intransitive) to continue for what seems to be an extremely long time
The speech of the Prime Minister dragged on and on until we all got too tired.

Draw up

(separable) to prepare

Lee Harvey was happy to have the Soviets draw up the assassination plans.

Dream up

(separable) to think of (something new)

The CIA and the KGB were always dreaming up new ways of keeping tabs on each other.

Dress up

(separable) to put on formal or very nice clothing

Emebet likes to dress her son up to go to church.

Drink up

(separable) to finish a drink

Bobby drank his juice up and went to bed.

Drop off

(separable) to unload or deliver (on the way to somewhere else)

If you are going to the store, could you drop me off at Sirgut's house on the way?

Drop off

(intransitive) to decline (in number); to sleep

Towards the end of the school year university enrollment numbers drop off a little.

He always drops off during classes.

Drown out

(separable) to make a sound inaudible with a louder sound

Gidey uses his iPod to drown out all of the people's voices around him.

Source: Microsoft Encarta, 2009 ed.

Rich McGirr, E3Net.

Cambridge Advanced Learner's English Dictionary



Errors, like straws, upon the surface flow;

He who would search for pearls must dive below.

John Dryden



Book Review

A Comparative Analysis on “The Beautiful Ones Are Not Yet Born” and “አልወለድም” (I Shall Never Be Born)”

Fanta Ayalew, Lecturer, SMU

Introduction

The aim of this paper is to show the similarities and differences that are supposed to be existing between the two novels of the Ghanaian renowned author, Ayi Kwei Armah’s “The Beautiful Ones Are Not Yet Born,” and that of the Ethiopian locally reputed author, Abbe Gubegna’s Amharic novel “አልወለድም- ‘ahwoledim’ – which literally means ‘I shall never be Born’”. This comparative analysis tries to give some highlights on the similarities and differences of these novels written by the two authors of differing social, political, geographical, linguistic, psychological, educational/academic and other backgrounds.

With regard to time, these two authors are said to be contemporaries. In light of their literary contributions, they both are the same breeds of the post-colonial Africa wherein the indigenous people of the majority of this continent were exposed to fatal hopelessness due to the negative effects of colonialism and postcolonial indigenous politics. Those effects, which were manifested in various aspects, were felt almost everywhere in Africa. The autochthonic cultures were adulterated; vernacular religious beliefs and traditions were modified or changed; the so called postcolonial period elites who took over the political seats everywhere were selfish and blind obedient of their former colonial masters; and due to all these and other concomitant factors the people in Africa were once more exposed to their own ‘colonizers’ through a new trend called neocolonialism indirectly imposed by the former white colonizers.

The people of Africa, in some instances, like the case of Ethiopia, were forced to suffer from nostalgia to the European colonizers due to the severity of the agony they used to face at home by their own merciless kings and rulers

who reigned upon them after the so called independence.

It was in that period of the postcolonial Africa that few heroes in the realm of literature arose and tried to express their voice in lieu of the majority. There is a saying in Amharic, ‘ye’*enat hod zingurgur new*, which literally means “The womb of a mother is spotty.[as is the skin of zebra]”. This is to mean that a mother gives birth to persons whose behavior is different; one evil the other good, one greedy the other generous, one hero the other gutless, etc.

In this regard, among those African children who shouted to the brim to get their voices heard among the peace loving people of the world are the ones mentioned in this small paper, Abbe Gubegna of Ethiopia and Ayi Kwei Armah of Ghana. Be’alu Girma of Ethiopia (who is believed to have lost his life by the Dergue Regime for the love he had to unadulterated literature), Alex La Guma of South Africa, James Ngugi Wa Thiong’o of Kenya, Chinua Achebe and Wole Soyinka of Nigeria are also among the few who fought the fight of the people with sole help of their pens and high spirit which did even despise death itself. Intimidation, killing, exile, and all sort of suffering which those/these weeds of history, the usurpers, posed to dishearten and stop the literary works of Africa’s writers didn’t work that much, though we lost many a great personalities like that of Be’alu Girma of Ethiopia who was mysteriously killed in the previous regime of Ethiopia some 30 years back.

It goes also without saying that many more authors and journalists have been and still are victims of despots all over the world due to their attempt to freely express their ideas in speech or writing.

Comparative Literature Analysis in Brief

Normally, any English dictionary has it that ‘compare’ means ‘examine differences’ (Cambridge Adv. Learner’s Dictionary) and/or ‘examine people or things for similarities’ (Microsoft Encarta Dictionary) and hence this word needs at least two things for comparison. Our common sense has it as well that when comparing things we can also examine differences, not only similarities as such; it is through comparison that we obtain how two or more persons/things are similar or different one to the other.

Therefore, when we say comparative literature we mean, in short, it is a “study of literature across different times and cultures,” and its programs as literature studies in universities and colleges of various institutions in the world “are interdisciplinary, but stress language skills and critical theory.” In addition, “The academic discipline of Comparative Literature practices literary criticism on works written in different languages and/or coming from different cultures. Other types of art may also be compared, especially if they, like opera or film, have a written aspect. (<http://www.dartmouth.edu/reg/courses/desc/colt.html/>)

Moreover, answers.com defines it that Comparative Literature (aka Comp Lit) is, the combined study of similar literary works written in different languages, which stresses the points of connection between literary products of two or more cultures, as distinct from the sometimes narrow and exclusive perspective of English Literature or similar approaches based on one national canon. Advocates of comparative literature maintain that there is, despite the obvious disadvantages, much to be gained from studying literary works in translation.

Comparative literature is an interdisciplinary field whose practitioners study literature across national borders, across time periods, across languages, across genres, across boundaries between literature and the other arts (music, painting, dance, film, etc.), across disciplines (literature and psychology, philosophy, science, history, architecture, sociology, politics, etc.). Defined most broadly, comparative literature is the study of "literature without borders." Scholarship in Comparative Literature includes, for example, studying literacy and social status in the Americas, studying medieval epic and romance, studying the links of literature to folklore and mythology, studying colonial and postcolonial writings in different parts of the world, asking fundamental questions about definitions of literature itself. (ibid)

With regard to the origin or the coming into being and effect of comparative literature, the aforementioned source states that "One of the first to anticipate the study of Comparative Literature was Johann Wolfgang von Goethe. In the early 19th century, Goethe promulgated the idea of *Weltliteratur*, or World Literature, though he didn't follow up with any comprehensive critical work on the subject." (ibid) To mention just few others, Hugo Meltzl de Lomnitz, H.M Posnett, Alexander Veselovsky, and Viktor Zhirmunsky are prominently cited by many as pioneers of comparative literature (Comp Lit).

After few decades of the time in which Wolfgang and other contemporaries propagated this modern theory of that century, Comparative Literature studies began to develop in universities and colleges worldwide. Primarily, the 19th century comparatists used to focus on European literature, but as of the threshold of the 20th century, the scope and domain of comparative studies grew alongside increased Western scholarship about non-Indo-European languages. (ibid)

For a comparative literature to be viably successful and effectively meaningful, it goes without saying that there need to be a commendable knowledge and an admirable command of the languages to be tabled on the itinerary of comparative analysis. For example, if any practitioner wants to carry out a comparative literature analysis of two

novels or a work of literature in any genre, be it drama or poetry or any other, that practitioner should have a commanding knowledge and skill of the languages those pieces of literature are written with. This knowledge of languages incorporates many things; does the comparatist understand the level of communication in those respective languages? Can s/he identify or realize all the language usage – the idioms, figures of speech, axioms, sayings, parables, denotative and connotative meanings of words, etc.? Does s/he know the religion, the culture, the history, etc. of those countries whose literary pieces are to be compared and get analyzed? By and large, it is not easy for any comparatist to simply go headlong to the analysis work before s/he checks his/her capacity in regard to the points mentioned here around. It is because of this that some scholars say comparative literature needs a high level of precaution as answers.com has to say the following:

The interdisciplinary nature of the field means that comparatists typically exhibit some acquaintance with translation studies, sociology, critical theory, cultural studies, religious studies, and history. As a result, comparative literature programs within universities may be designed by scholars drawn from several such departments. This eclecticism has led critics (from within and without) to charge that Comparative Literature is insufficiently well-defined, or that comparatists too easily fall into dilettantism, because the scope of their work is, of necessity, broad. Some question whether this breadth affects the ability of Ph.D.s to find employment in the highly specialized environment of academia and the career market at large, although such concerns do not seem to be borne out by placement data that shows comparative literature graduates to be hired at similar or higher rates than their compeers in English. (accessed on March 28, 2011)

The Importance of Comparative Literature

In a certain mode of thought, needless to mention here, there is nothing unimportant. Everything is created for purpose. Though the issue at hand has nothing to do with this notion of the usefulness nature of any being in the cosmos of the universe in which our galaxy is a dot there, we can examine how comparative analysis in the litera-

ture of various societies is useful and important.

The life of people everywhere on this planet is nearly similar. They face almost the same natural and man made calamities. They express their resentment or indignation and happiness in languages and paints or the like and the magnitude of their emotions is quasi similar. They face bad rulers and good rulers; they undergo sufferings and/or delightful moments. Therefore, it is the responsibility of comparatists to compare and contrast the societal life all over the world and create a bridge so that people come to learn that the people of this or that nation do not have a significant difference in humanity and the manifestations thereof. Comparatists play a great role in studying the common characteristics that exist in all oral or written literature of the people of the world and they can realize the source as well as the final goal of humanity is one and the same, though there are linguistic, geographical, technological and some other differences as temporary barriers.

To the comparatists themselves, this field of literature is vitally important for a number of reasons two of which are the following ones:

What scholars in Comparative Literature share is a desire to study literature beyond national boundaries and an interest in languages so that they can read foreign texts in their original form. Many comparatists also share the desire to integrate literary experience with other cultural phenomena such as historical change, philosophical concepts, and social movements. (ibid)

It is, therefore, worth mentioning that any comparatist can benefit themselves along with many other interested individuals or groups in many ways if they are engaged in the field of comparative literature. Out of those benefits, gaining an access to an exotic knowledge of the skies and the contents within and without, enjoying the funs created by other societies, and serving communities as a means of bridging through literary lubricants are the major ones.

Some Background on Abbe's Book

Ethiopia is said to be one of the two countries in Africa which has not been fallen under colonialism. Nevertheless, it is empirical to remember that her people had tasted the effects of colonial invasion for five years before WWII. Historians say that Ethiopia was not under colonialism in its strictest sense due to the fact that her people were fighting the Italian expansionist invaders day and night in those five years, and hence she was rather in a mood of rebellion not in a disposition of submission. Whatsoever the case, we Ethiopians had had that experience of being ruled by colonizers, for a short period of time though.

After the fight for independence was over at around the end of WWII, there was a sort of cultural confusion. The elite who had an exposure to European education and scholastics were in limbo at home being confused by the frustration created by the gap between their new identity and the indigenous one. There was a conflict with respect to the old tradition and culture especially among the so called educated people. Those five years of colonial experience had really devastated many vernacular customs and practices and had boosted the consciousness of the youth towards modern gubernatorial styles, for most of them had been abroad for schooling or had at least read books the contents of which were against traditional oppressive monarchial and landlord regimes. It was after this conjuncture in the history of Ethiopia that few enlightened writers came into being and tried their best to awaken the sleeping mass to

rise for their freedom though their attempts were in vain at least up until 1974 of the great Ethiopian Revolution that had wiped out the monarchy for good. Nevertheless, it is pitifully regrettable that that revolution had been hijacked by the military and wasted after all the sacrifice it needed to happen. Understandably, it seems that the dream of those African writers is not yet fulfilled.

Nowadays, we observe poverty and lack of good governance almost in every corner of the continent. Hence, it is possible to say "The beautiful ones are not yet born," just to borrow Armah's fantastic expression of his unbearably hellacious emotions. (By the way, Armah's spelling for 'beautiful' in his title is 'beautyful'.)

A Short Biography of Abbe Gubegna

Abbe Gubegna was born on June 17, 1932. To the reader's surprise, his mother was nearly 17 years of age when she dies after giving birth two children, Abbe and his elder sister. He was three and a half years at that time. We can imagine at what age of his mother he was born and through this we can envisage also how the marriage custom of the people of Ethiopia in those old days was terribly unacceptable in the standards of modern marriage.

Abbe attended the traditional schooling of the church from the first level to the fifth level, i.e, the final stage. He was said to be extraordinarily outstanding in his religious education. He came to Addis after he finished all his religious education from different traditional schools in Gojam, one of the 14 provinces of the country in the those old days. In Addis, he was given job

opportunities in various big and small churches to serve as 'Debtera', a religious leader of the praying session who is more educated than the ordinary priest and deacon and has the authentication to compose special hymns and poetic poems on the spot at the middle of a Mass to be performed for a special occasion or a holy day. (Interview with his wife, Mrs. Desta Shibeshi, March 21, 2011)

Abbe later joined modern education making use of his extraordinarily special talent in the church education and completed his high school within few years. After completing his high school, he didn't attend any higher education but by his own extra efforts, he was able to have a good command of the English language even to the extent of composing two fictional works in this same language. (Michael, Abbe Gubegna, interview, March 1, 2011)

'Alwoledim' (I Shall Never Be Born) is one of his best politically oriented novels published in 1962 for the first time. But due to the fact that it was highly strong in censuring the ruling system of the monarchial hegemony of the time, the book was banned after some 800 copies were sold out to the public. Not only banning, the rest of the books along with the sold ones, when it was possible to retrieve them by tracing the buyers, were burnt and Abbe was exiled inland to lead an atrocious life with much work under the supervision of the security. (Elias Ayalneh, 'Ye'Abbe Gubegna. Yeb'er Tegadlo', P.10)

Needless to mention their names and year of publication, Abbe Gubegna has generally 24 fiction and non-fiction works of literature two of which are

'The Savage Girl' and 'Defiance' that are written in English. (ibid)

After fighting with two Goliaths, the former King Haile Silasie and the latter the military junta which usurped the people's revolution erupted by students and civil servants in 1974, with his bare hands and a pen added in fact, Abbe was killed in 1980 by the security of the Dergue Regime who were sent for same mission to eliminate him from the surface of both Ethiopia and literature due to his political activism. (ibid, his son, Michael, also believes that Abbe was more of political activist than a novelist.)

A Short Biography of Ayi Kwei Armah

Ayi Kwei Armah was born in 1939 to Fante-speaking parents in the twin harbor city of Sekondi Takoradi, in western Ghana. On his father's side Armah was descended from a royal family in the Ga tribe. Armah grew up in this British colonial port, in a multilingual environment. In his early education, Armah was admitted at the prestigious Achimota College, a secondary school in Accra; its alumni include Kwame Nkrumah, Ghana's first president, and the writer Kofi Awoonor.

In 1959, Armah went on scholarship to the Groton School in Groton, Massachusetts. After graduating, he entered Harvard University, where he changed from literature to Social Science Studies, receiving a BA degree in sociology, with honors.

While in Harvard, he published a short story, entitled 'The Ball', in Harvard Advocate. Upon moving to Algeria, Armah worked as a translator for the magazine *Révolution*

Africaine. Falling seriously ill, he was hospitalized in Algiers and Boston. Armah then returned to Ghana, where he was employed as a scriptwriter for Ghana Television and later taught English at the Navarongo School. Between the years 1967 and 1968, he was editor of *Jeune Afrique* magazine in Paris. In 1968-70 Armah studied at Columbia University, obtaining his M.F.A. in creative writing.

In the 1970s Armah worked as a teacher in East Africa, at the College of National Education, Chamg'ombe, Tanzania, and at the National University of Lesotho. He has also lived in Dakar, Senegal from the 1980s and taught at Amherst, and University of Wisconsin at Madison. In the village of Popenguine, some 70 km from Dakar, he has established his own publishing house, Per Ankh: the African Publication Collective. His first three novels, written during his time in East Africa, were published by Heinemann, a multinational company, with which he had a complex relationship from the beginning.

Armah began his career as a writer in the 1960s. He published poems and short stories in the Ghanaian magazine *Okyeame*, and in Harper's, *The Atlantic Monthly*, and *New African*.

Ayi Kwei Armah has totally written some 33 short stories and novels altogether up until now. According to www.answers.com, Ayi Kwei Armah is well and alive now. (<http://www.highbeam.com/doc/1G1-17380972.html> accessed on March 28, 2011).

The Story of "The Beautiful Ones Are Not Yet Born"

In this novel, there is a woman, a poor woman, just only a pauper living on the streets. She is not married but becomes pregnant from someone she doesn't [want to] recognize him. It is the baby inside her that becomes the major character through out the novel in the first person point of view.

This unnamed baby, fetus in our case, who from the very outset refuses to get born and mix up with his contemporaries, confronts his poor mother saying that he doesn't want to be born unless the worldly conditions are favorably conducive for his upbringing and the consequent earthly

life he is to face ahead becomes favorable. He strongly argues that the current grotesque setup of the world is terribly disgusting. This fetus believes the placenta he is wrapped with in his mom's womb is very much wider and more comfortable than the real world he rebuffs to come to live with others amongst the community.

After declining to be born for about 42 years, and staying there defiantly in his mother's womb for such a long period of time, saying whatever he wished to say, finally this fetus becomes willing to be born. Even after his birth, he keeps on his defiance as before and speaks his truths with no restraint. But his unusual behavior ultimately brings his fate to an end under a kangaroo court and he is killed by shooting. As this man was odd through out the novel in all aspects, before the shooting, he begs his killers to allow him to dig his own grave so that they are not going to exploit the cheap labor of poor daily laborers to dig his grave with a cheap wage or remuneration. He was 'kind' to this extent, you see?

The story of "The Beautiful Ones Are Not Yet Born"

The story of this internationally well known novel is about one nameless Ghanaian railway station traffic controller who represents people who struggle to survive on the menial wage of income they receive. He works at the railway station and leads a hand to mouth economic life. He abhors corruption though he leads a frugal life due to his low income. He is a dedicated employee who avoids any corruption. He vehemently opposes anyone who tries to tempt him to take part in any corruptible acts. This man, called as 'The Man' in the novel, deplores all kinds of corruption and embezzlement even though he knows that his friends become rich overnight via insincere way of wealth accumulation which is the major characteristic of officials in the post colonial Africa, in this specific case Ghana. This character feels that he is the reason for the economic suffering of his family, a wife, Oyo, and three children due to his inability to involve in corruption. But on the other hand, he is proud of his decision not to have been involved in that treacherous act of corruption like his schoolmate, Joseph Koomson, who is known for his luxurious life due to his

engagement in the embezzlement via his political power. But this man is dedicated only to innocence and defies the challenges that come from his friends and the family including from his mother-in-law to get him involved in corruption and get rich sooner.

The story shows the two facets of life in Ghana, not only of Ghana, in fact, but that of almost all parts of the post-colonial Africa, for that matter, for they all share the same fate in both cases of the oppressors or the oppressed. On one hand, the poor, the slums, the ghettos, are represented by the protagonist, 'The Man', and on the other hand, the rich, the filthy rich, the corruptible, people of the real estates, are represented by Koomson, his classmate. 'The teacher' and 'The Man', who are seen stumbling with their real wage to connect the one end of the month with the other end of the coming month are representatives of the majority of Ghanaians while Koomson and the like along with their loots are representatives of the thieves and the scoundrels who suck the blood of the country and her people to the maximum.

This story, which depicts the postcolonial Ghana in a novel, exposes the public secret that Ghanaian elites have overtaken the white colonizers ruling system along with all the means and mechanisms the white people had been exercising. Finally, a revolution erupts as a solution to the untold suffering of the people in the novel, as it was practically true that there was a revolution in Ghana to depose the then Nkrumah. From bad to worse, after the revolution takes place by the soldiers, the police, the ones who were the major catalysts for the coming into being of the new revolution, get themselves involved in another corruption. A new fatalistic system replaces the former fatalistic system. The novel gets its name here: "The Beautiful Ones Are Not Yet Born," the 'y' letter purposely put for some effect the author wants to convey.

Some Analysis

These two writers are from two separate countries. Their countries are regionally different; one from West Africa, the other from East Africa. Armah is highly educated in terms of modern literary aspects while Abbe didn't get that much chance of being

educated in the strictest sense of modern literature. Armah has both a BA and an MA degree in his writing profession. But Abbe had a church education and was a high school graduate. But by his own effort to update himself through reading, like his contemporary, Paulos Gnogno, he was able to be miraculously dynamic individual. Armah has an exposure to outside literature and working experience but Abbe had mainly Ethiopian traditional experience and liturgical knowledge of the Ethiopian Orthodox Church.

With respect to language and civilization, both writers differ in many ways. Due to colonial pressure, Armah has an opportunity to speak some foreign languages in addition to his own native one while Abbe used to speak the old Ethiopian church language, Ge'ez, and Amharic with which he might have not got extraordinary exotic knowledge from internationally renowned authors. Therefore, it could be unfair if one compares the works of these writers in the strictest sense of comparison.

Nevertheless, since both writers have nearly the same experience with regard to both the colonial invaders and neocolonial vernacular oppressors, it is possible to see some similarities and differences as well in their manner of writing their novels.

Theme

The theme of both novels is the same. For an outsider, it seems that they have copied one from the other. But that is not the case, though they are contemporaries. The similarity of their theme is resulted from the similarities of the empirical conditions in their respective countries during the time they wrote their novels.

Ghana with a name 'Gold Coast' had been a colony of the UK until her independence in 1957. After her independence, Kwame Nkrumah, who was not as good as his words after independence, was her president. But his presidency had not changed the life of the people into a better direction, rather, life was deteriorating from time to time; corruption was in rife, dictatorship was ongoing till that system was deposed by a military coup in 1966. It was this social wave and atrocity by rulers that inspired Armah to write this book. And as a major theme, the novel provides a description of the existential angst of the book's hero who struggles to remain clean when everyone else around

him has succumbed to 'rot'. (Wikipedia.com)

Likewise, in Ethiopia, there was colonial influence for five years from 1935 to 1942. The king had escaped to the UK for fear of his life leaving behind his subjects. But after five years, when Ethiopian patriots were nearly to secure victory, the king came through the Sudan and united his force, the military force he received from Britain in her colonies of Egypt and Sudan, with that of the patriots and finally defeated colonialists. After the king was reinstated to his throne, a new type of tyranny and corruptible system was put in place until it was toppled again by public uprising in 1974. As a matter of fact, the military coups of some African and other similar countries of despotic rulers had the same chance of replacing one evil system with another equally evil or at times even more malicious system of government. (Elias Ayalneh, op.cit. p.57) It is this rotten time of the monarchy and that of the military which sued later that had inspired Abbe to write this novel to mean every political system is likely to be corrupt and intrinsically tyrant. The theme of this Amharic novel is hence to depict the struggle of the novel's hero, like that of Armah's 'the man', while trying his level best to avoid being a member of an ugliest social and political system which was rotten by corruption and social injustice.

Characterization

Armah's major character is not explained in any name. The protagonist, known as 'The Man', goes as strong as ever until the climax. He lives in poverty. He gets some 'opportunities' to get involved in corruption but he doesn't make use of them even if his wife tempts him continuously to do so. He never regrets for his being unable to involve in the corruption, but he laments thinking that he is not able to properly support his five family members, including himself. Not only him, but there are also innocent and incorruptible citizens, like the teacher, though this guy, the teacher, doesn't seem to have an access to corruption, unless he sells chalks and dusters or the blackboard, which is totally unviable. The major character passes the 'exam' posed by the difficult life in Ghana unlike those many who become accomplices to the rotten political systems in both regimes of the postcolonial period. 'The man' is

free. He speaks freely what he feels. His freedom of conscience comes from his being free of corruption. He was tempted many times but they couldn't implicate him to their dirty system.

Abbe's baby character, later born when he reaches 42, refuses to be born arguing that the world is not suitable to live in. This unnamed character, like that of Armah's 'The Man', speaks whatever he feels understanding that no one can get him out as long as he is inside his mother's womb. He opposes every social practice that doesn't help the majority gain any upheaval in life. There are no other significant characters in this novel. We remain passive guests to listen the grudges of this baby if we happen to read this book. But after his birth, and when it is possible for the security to arrest him: the court process begins and finally he is executed. But the relief he gets is bright. And it gives the reader a sort of relief due to his free speech about the evil doings of evil leaders and dirty political systems.

Setting

Time wise, the setting of Armah's novel covers the time from 1965 to 1966 during which the old regime of Kwame Nkrumah was toppled by a military coup. Moreover, it covers the pre and postcolonial era. During that time, Nkrumah was encouraged by the colonizers to serve them as a go-between to freely get any raw material for their industries and factories. With respect to place, the story of the novel takes place in a coastal city of Ghana called Sekondi Takoradi. Nevertheless, novels like Armah's or Abbe's do not seem to be time bound. They work whenever there is tyranny in any historical conjuncture like the fantastic books of George Orwell, specifically 'The Animal Farm' and '1984'. They are rather symbolic to people who suffer under the same yoke of suppression from their despotic rulers.

In terms of time, the setting of Abbe's novel is the same as the setting of Armah's. The difference is Nkrumah was the 'President' of Ghana while Haile Silasie was the 'Emperor' of Ethiopia. The rest, the military stuff and the corruption, the despotism, the poverty thereof, were similar in both countries. Therefore, the setting covers particularly the two postcolonial governments of the country with an extension of applicability to same events any time in any future.

Point of View

The point of view of a literary work is the perspective from which the reader views the action and characters. The three major types of point of view in novels are omniscient (all-knowing narrator outside the story itself), first-person (observations of a character who narrates the story), and third-person-limited (outside narration focusing on one character's observations). (Microsoft Encarta, 2009)

In light of this, the point of view from which the story of "The Beautiful Ones Are Not yet Born" narrated is the third person limited while Abbe Gubegna in his novel uses the first person point of view through out this piece of creative writing. In terms of credibility, that of Armah's seems to grip the attention of readers, for it most often uses the third person, while the character in Abbe's novel is less credible due to the point of view it employs. This is due to the fact that first person narration usually faces some challenges from readers. For instance, it is better to trust the narration. "He is truthful person," than "I am truthful person." This is just an example we can mention with respect the point of views under discussion.

Plot

The plot of a novel is the narrative and thematic development of the story—that is, what happens and what these events mean. English novelist E. M. Forster, author of works such as *A Room with a View* (1908) and *Howards End* (1910), referred to the plot as a "narrative of events, the emphasis falling on causality." By this statement, he meant that plot is a series of events that depend on one another, not a sequence of unrelated episodes. (ibid)

A story of a novel gets its flesh when and if the author is capable of designing a good and gripping plot that creates suspense in readers. A novel with poorly presented plot is likely to be quit by readers even before perusing some pages ahead. Therefore, an author with the necessary knowledge in literary works should give special focus to their plot when writing a novel or any piece of creative work.

The unnamed protagonist of Armah's first novel, referred to as "the man" works at a railway station and is approached with a bribe; when he refuses, his wife becomes furious and he can't help feeling guilty despite his innocence. The novel expresses the

frustration many citizens of the newly-independent states in Africa felt after attaining political independence. Many African states like Ghana followed similar paths in which corruption and the greed of African elites became rampant here and there. Corruption in turn oozed down to the rest of society and the 'rot' that characterized post-independent Ghana, Ethiopia or any other similar global nation for that matter, in the last years of Nkrumah is a dominant theme in the book.

The case of our poor protagonist in Abbe's novel is also similar with that of Armah's. He is a victim of the notion that his country is spoilt by corruption and decides that it is not worth coming to Ethiopia as a new citizen. His decision not to be born highly worries his mother and they get into harsh quarrel at times. She provokes him to let her free but he refuses saying that she was to blame for the pregnancy which was done out of his free will to come and suffer. He asks her to fulfill all what he needs when he is born if she wants him to leave her free. Their conflict gets a pause when he finally becomes kind to get born at the age of 42. But as soon as he was born, he was accused of what he has been saying inside his mother's womb. Nevertheless, he continues his unrestrained expression of his feelings in what come may manner. Finally, the conflict gets high and he is killed by the ones whom he was afraid of before birth and because of whom he was belligerently opposing his mother not to be born.

Conclusion

"The Beautiful Ones Are Not Yet Born". hence, "I Shall Never Be Born!" An attempt has been made here above to show some literary connection between two African novels, one from Ethiopia written in the official language of the country, Amharic, and the other from Ghana written in English.

Both Ethiopia and Ghana are countries of Africa found in the east and west of the continent respectively. Due to their geographical location, they have a difference of three hours with reference to GMT, for Ghana is found perpendicular to Greenwich, some 45 degree latitudes afar. Apart from this natural difference, they have also some other differences such as language, culture, colonial experience, psychological makeup, economy and the like.

Nonetheless, despite all these and other differences, both countries have some things in common. They both had been victims of colonial invasion; Ghana by UK, Ethiopia by Italy, though for a short period of time and in fierce struggle for independence. In differing circumstances, both had been occupied for a certain period of time. The people of both countries have been suffering under untold suppression by their own children who took over political power from their masters of the colonial invaders and these stooges of African despots have been impoverishing the majority of the people while they themselves have been climbing up to the tower of wealth and power. Both countries have had writers of social realism and political activism who have been struggling for the economic and political freedom of the people.

It is to show these similarities and differences in literature that the title to this paper was selected. In light of this, an effort has been made in this paper to see how these two writers of various culture and language have exhibited nearly the same social issue of corruptible and spoilt gubernatorial system of their respective nations. The similarity of the novels begins at 'the gate', just when we see their titles: And we can blend them to give us one 'original' idea of - "The Beautiful Ones Are Not Yet Born". hence, "I Shall Never Be Born!"

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 ኤልያስ አዎልኑ፡ (2001አ.አ.)፣ የአቤ ጉበኛ ሰዕራዊ ተጋድሎ፣ ዐለተኛ ዕንግግ፣



አፍ መሸበቢያ - የታክሲ ላይ ጽሑፎች

በ ሦስት ዘውድ



አፍ ንብረት? የታክሲ ጣጣ አጋጥሟችኋል? እንዳው እንዳህ ስል የታክሲ የጉዞ ግርግር ጣጣ እንዳይመስላችሁ... እ... ሱንማ... ዝም... ዝምም እያሉ እንደ ዕድል መጓዝ ነው። የተጀመሩ የመንገድ ሥራዎች እስኪያልቁ።

እኔ የምለው... ታክሲ ውስጥ ሲገቡ የለውን ጣጣ... ጣጣቱም ማለት ይቻላል... የታክሲ ላይ ጽሑፎችን ማለቱ ነው። ታዲያ እሱ ምን ጣጣ አለው? ትሉ የሰ...? ይኸው ሎ እንግዳ ይወስዱ...

ለጉዳይዎ ማፍጠኛ እንደው ታክሲው ተሻለኝ ብለው ተመቻችተው ቁጭ ሲሉ... የምን ቁጭ ቁጠጥ ሲሉ "አናት ጠጋ ይበሉ"፣ አባት የሰጧት... ተብለው ላይዎ ላይ አንድ ሽም ዘፍ! ይልብም ታል። ተናጋሪ ከሆኑ ለስድቡ የመልስ ምት እየሰጡ ወይ አሸንፈው ወይ ተሸንፈው መውረጃ ቦታ ሲደርሱ ይወርዳሉ፤ ካልሆኑ፣ መብተዎ ተገፍ እርስዎም እንደ አልባሌ ዕቃ ተወሽቀው "ኛቅ ባይሆን እግራ በተሻለኝ..." እያሉ በውስጥዎ እያገረመረሙ ወዳሰቡት መድረስ ነው። የረዳቱን ግንባታ ምላስ ማን ይችላል? የሆነው የኖ ወደ ዋና ወኔ ስገባልዎ፣ ወደ ታክሲ ከገቡ በኋላ፣ የኋላ ወንበር ላይ በበሩ አቅጣጫ ተቀመጡ እንበል (ለመገር መም የተሻለ ስለሆነ) እና በዐይንዎ የታክሲውን ዙሪያ ገባ ይቃኙሉ። እርስዎ ጭብጥ እንዳሉ በተፋፊነቱ ጭብጥ የሚያደርግ፣ ልናገር

በሉ የሚዘጋጃ፣ ልዋጠው በሉ የሚያንቀጃ፣ ኤጭ... አበዙት...! የሚያስብልዎ ተገደው የሚያስፈግግዎ፣ መብትዎን የሚያስደፈጥጥዎ ዐይንዎን እያዘገገሩ ማንበብ ነው። የታክሲ ላይ ጽሑፎችን።

በየታክሲው ሲገቡ ሁለት፣ ሦስትና ከዛ በላይ የሚነበብ አያጡም። እርግጥ ነው ሁሉም ጽሑፎች አንድ ዓይነት ይዘት - የላቸውም። አንዳንዶቹ የማስታወቂያ ጽሑፎች ሲሆኑ (በዚህ ላይ አንሳሳቸውም) ሌሎች ሃይማኖታዊ፣ ማህበራዊ፣ አኮኖሚያዊና ፖለቲካዊ ይዘት አሏቸው። እሱቱ ይዘታቸውንና አንድ ምታቸውን እንመልከት።

- ✓ ሃይማኖታዊ ይዘት ያላቸው
 - ✓ እግዚአብሔርን የሚፈልጉ ልብ ደስ ይበለው
 - ✓ መንገድህን ለእግዚአብሔር አደራ ስጥ
 - ✓ ልባችሁ አይታወክ በእግዚአብሔር አመኑ
 - ✓ እየሰሱ የድኅል
 - ✓ አገህ ወኪል
 - ✓ የጌታ ፈቃድ ይሁን ብለን ዝም አልን
 - ✓ ስትወጣ ጸልይ ስትደርስ አመስግን
- ✓ አኮኖሚያዊ ይዘት ያላቸው
 - ✓ ኑሮና ታክሲ መጭም አይሞላም በንብረት ስለሰጡ?
 - ✓ የማያልፍላት ደህ ሀብታም ይጋብዛል
- ✓ ማህበራዊ ይዘት ያላቸው
 - ✓ ቅን አንጂ ቅንቀን አትሁን
 - ✓ ይገርማል ሰውና ዐመሉ ዝም ብለው ካሰቡላሉ
 - ✓ የቤትህን ዐመል አዛው
 - ✓ ዝም ብለህ የራስህን ኑሮ ኑሮ ጭቅጭቅ የባለገዳዎችን ጊዜ ያጠፋል
 - ✓ ሞቅ ያለ ጭቅጭቅ ሲያምርት አንበሳ አለልዎት
 - ✓ ምቀኛና ቅንድብ አይድግም

- ✓ ከዳሌ ይልቅ ጭንቅላት ይሰፋ ብለህ ንገራት ጥቂት ካሳፈራት
- ✓ ረብሃዬ ይዘት ያላቸው
 - ✓ ብትኛል ጥሩ ተናገር
 - ✓ አሁንም ታወራለህ?
 - ✓ የቦታችን ከተሰማህ ዛሬ ላይ ውጣ
 - ✓ ሰይጣን እቅም ሲያጣ ሴትን ይልካል። አንቺም... ነሽ እንዴ?
- ✓ ጭቅጭቅ የሰላም እና የጊዜ ጦርነት ነው
- ✓ እባክዎ የምላስዎን ሞባይል ያጥፋልን
- ✓ መብትህን የምታውቀው ታክሲ ውስጥ ብቻ ነው?
- ✓ ግድ የለም ለጊዜው ያሉትን ይበሉ
- ✓ ያልተማረ ሀብታም ደህን የፈጠረ ይመስለዎል
- ✓ በፍየል ዘመን በግ አትሁን

እነዚህ ጽሑፎች የታዲያ አንድ ምታቸው ለተሳፋሪዎች ማስጠንቀቂያ፣ ለሹፌሮችና ረዳቶች መፈንጫ ይመስላሉ። እስቲ ሃይማኖታዊ ይዘት ካላቸው አንዱን ለአብነት እንመልከት። አንዱት ጓደኛዬ እንደነገረችኝ፣ ታክሲው እስኪሞላ ስትጠብቅ ቆይታ ለመንቀሳቀስ ሲዘጋጁ፣ መሪውን ይዘ ወደፊት ወደኋላ የሚያሸከረከረው ወርዶ ሌላ ጉንጨ በጫት የተወጠረ ወጠምሻ ሹፌር ተቀየረ። እናም ነፍስን ከሥጋ እያላቀቀ፣ ክፉኛ አየናጠ ላይ ታች እያናወጣቸው ሲጓዙ ዐይኗን በጭንቀት ወደ ሹፌሩ አቀጣጫ ማንጠራተት። ጋሲና ፊት ለፊት አንድ ጥቁስ ጉብ ብሏል - "መንገድህን ለእግዚአብሔር አደራ ስጥ" የሚል። ለካ አስቀድሞ ለያስጠነቅቀን ኖሯል! የአንዳንድ ሹፌር ባሕርይ እንግዳህ እንዳህ ነው። ይህች አህቲ እንደነገረችኝ፣ ጽሑፉ ለጎሳዩ ብር ከፋት ሆነላት። "ሳ... ጌታ ሆይ፣ ከልጅነት አስከፊ ዕውቀት የሠራሁትን ይቅር በለኝ..." ጎሳዳዎን አንድ አፍታ ያዝ አድርገው ማገታምታም ነው...!

ታክሲው መደበኛ ቦታውን ሲይዝ ይህን ብያለሁ።
 “የረሳሁትን አስታወሰኝ” ዓይነት ማኅበራዊና ኢኮኖሚያዊ ይዘቶችን በማንበብዎ ፈታ ይላሉ። ግን እንደው እንደዚህ ዕቃ ይጫን ሰው ይጫን ቁብ ለማይል ሹፊር መማጠናዎቹ መለጠፋቸው አይጠቅምም ትላላችሁ.....!?

ፖለቲካዊ ይዘት ያላቸውን ደግሞ ላሳይዎ ፣ የታክሲው ወንበሮች ጠብብ ያሉ ናቸው አሉ። አኖም ሁለት ሰው በሚይዘው ቦታ፣ በጥግ አንድ ወራርፈር ያሉ፣ ካጠገባቸው ፀጉራቸው በሽብት የተወረረ አዛውንት ተቀምጠዋል። ረዳቱ ትርፍ ለመጫን “ጠጋ በለ” ይላል። ስዎቹም ትንሽ ጠጋ አሉ። ይሁን እንጂ የሚያስቀምጥ አልነበረም። ክፍት ቦታዎች በሙሉ በሰው ተሞልተዋል። አንዳንዱ (ባለ ሁለቱ መቀመጫ) እንዴት እንዳስቀመጠ ባይታወቅም ሶስት ሰው ይዟል። ተሳፋሪው “እንሃድ.....!” ይላል ። ረዳቱ “ቦታ አለ” በማለት ከአዛውንቱ ጋር ይነታረካል። ከተሳፋሪዎቹ አንዱ “ምነው ረዳት? ሲጀመር ቦታው ለሁለት አንጂ ለሦስት የተሰራ አይደለም። አለመጠጋተም መብት አላቸው” አለችው። ረዳቱ የስድብ ናዳውን ጀመረ። አቶ ሱፊር “እናት አዛጋ የተንጠለጠለውን ተመልክቼ “እባክዎ የምላስ ሞባይሉን ያጥፋል?”። ማጥፋት ያለባት እሷ ናት ወይስ ረዳቱ?! ይህ ጽሑፍ የማይጠገው ላይ እየተሰነቀረ አፍ መሸበቢያ ይሁን? መብታችን ነው አንተ? አፍህን ዝጋ.....እሺ? ወዘተ እየተሳሳሉ መንዝ ነው። የሚገር መው፣ ሰው አለ መተባበሩ.....። መብትህን የምታውቀው ታክሲ ወስጥ ብቻ ነው? ተብሎም ተጽፏልና። አፍ መሸበቢያ።

ሌላው “በናዮል ዘመን በግ አትሁን” የሚል የተለጠፈበት ታክሲ አይቻለሁ። ስምንም ዓይነት ይህ ህግና የንብ አክብሮ ያገለግላል፣ ተብሎ አይጠበቅም ስንት ጊዜ ገብ ሠጥቶ ይሆን...? መስና ይከበር ያለ አይመስልዎትም? እኔ

ይህን ብያለሁ። ማኅበራዊና ኢኮኖሚያዊ ይዘቶችን ስንመለከት፣ አንድ መምህር ካለኝ ብካላ እወዳለሁ። ዝናብ በመሆኑ ታክሲዎች ጠፍተዋል። ሁለት ታክሲ ማቀራረጥ ግድ ስለሆነበት 2 ብር ከ70 የሆነውን መንገድ 3 ብር ከፍሎ ለቀጣዩ ታክሲ ይደርሳል። ሁለተኛው ታክሲ በሃይማኖታዊና ሌሎች ጽሑፎች ተለጣጥፎ አሸብርቋል። የአንድ ብር ከአርባ ሣንቲም የሆነውን መንገድ 2 ብር ሲሆን ይችላል ብሎ ሲያስብ 3 ብር ሆኖ ዐረፈው። አንዳንዱ ተሳፋሪ አጉረመረመ፣ አንዳንዱ ዝናብ ከሚደበድበኝ... እያለ ይከፍል ገባ። ይህ መምህር አናት ላይ የተለጠፈችውን “ባንተህን?” የምትላዋን ጽሑፍ እያመላከተ “ባይሆን 2ብር ብትሉ አይሻልም?” ይላል። “ወንድሚ ካልከፈለክ ውረድ... ሥራዬን ልሰራለሁ...!” በማለት ረዳቱ ደነፋ። ከተሳፋሪዎች አንዱ “አዛ የለጠፍከውን ብንተሳስብስ” ከምትለው “በናግበሰብስሰ” ብትል አይቀልም? ያኔ እኛም ቁርጣችንን አውቀን እንክፍል ነበር።” ሲል በንዴት ልኩን ነገረው። መተሳሰብ አንዴተ ይሆን? የኑሮ ውድነትንም እንዲያስታውሱ የሚያደርግ ጽሑፍም ተለጥፎ እናያለን። ለምሳሌ “ኑሮና ታክሲ መቼም አይሞላም” የገራ።

በማኅበራዊ ጉዳይ ሴት ጉልህ ሥፍራ እንዳላት ይታወቃል። በታክሲ ጽሑፎች ላይ የተሳለችውን ግን እንደው “ከግሌው ይልቅ ጭንቅት ይሳፍ ብለህ ንገራት ጥቂት ካሳፈራት።” እንዲያው ማን ይሙት ሳይሆን? የአስተሳሰብ ጥበት አጋጥሞት ነው? ወይስ ውፍረቷ በትርፍ የሚያጋብሰውን አሳጥቶት ነው እንዲህ ያለ ሴትን በየታዋ የሚተካኩት ጽሑፍ የለጠፈው? ሕግ አስከባሪ ወይም የሴቶችን መብት አስጠባቂ አካል አላየውም ይሆን? ሌላው “ሰይጣን አቅም ሲያጣ ሴትን ይልካል - አንቺም..... ነሽ እንዴ?” የሚለው ነው። አሁን አሁን ቀረ እንጂ

(አልቀረ ይን እንዴ?!) ራሳቸው የራት በር ከፍተው የሚያስገቡት ሴቶችን አልነበረምን? ምነው የሠይጣን መልክተኛ አደረጉትሳ ታዲያ? “ዝም ብለህ የራስህን ኑሮ ኑሮ” የተለጠፈበት ታክሲም ስላለ ከሁሉም ከሁሉም ዝም ብሎ መኖር አይሻል ይሆን? አዎ፣ አንጉል መልስ እየተሰጣጡ በባዶ ሜዳ ከመነታረክ ይህ ሳይሻል አይቀርም እላለሁ። በንናገርም “የቤትህን አመል እዛው” የሚለው ጽሑፍ ለሁላችንም የፈጥብናል - ልብ ያለው ልብ ብሎ ተግባራዊ ሊያደርገው ይችላል። በዚህም ይጠቀምበታል እንጂ አይጎዳበትም። የቤትን ዐመል በርግጥም ሁሉም በየቤቱ አስቀምጦ በወጣ የሚጣልና የሚጫቃጫቅ ባልነበረ። ለነገሩ የታክሲ ረዳትና ሹፊርች ብቻ ሳይሆኑ አንዳንድ ተሳፋሪዎች ከምንትሱ የተጣላ እንደሚባለው የቤቱን ኮተት ታክሲው ውብሃ ሊያራግፍ ይፈልጋልና ጥሩ ምግባር እንድንይዝ የሚመክሩ ደጋግ ጽሑፎች ታክሲ ውስጥ ብቻ ሳይን ሕዝብ በሚበዛባቸው ሥፍራዎች መለጠፋቸው አይከፋም። ማንበብ ካልተሳነን በቀር እንጠቀምባቸዋለን።

በጥቅሉ የታክሲ ላይ ጽሑፎችን ስንመለከታቸው በአብዛኛው ጥቅም ተኮር፣ የሱፊርና ረዳትን ጥቅም ያማክሉ ናቸው ማለት ይቻላል። በነሱ ዘንድ ተግባራዊነት የሚጎድላቸውን ምክሮች ለጥፈው ስናይ እናዝናለን። ከነዚህ ጽሑፎች ውስጥ አንዳንዶቹ አንዳንዱን የሚያዝናና፣ አንዳንዱን የሚያበሳጭ ለበዙሃኑ ደግሞ ያለመናገር ልንጥቅ ናቸው። ተገልጋዩ ማህበረሰብ ከእነርሱ ሥር እንደሆኑ የሚጠቁሙ መጨቆኛ ጽሑፎች ናቸው እያልኩ፣ ሁሉ መንገደኛ ነዎትና አንዳንዶች ታክሲ ላይ የተለጠፈውንና ባጣም የወደድኩትን ጥቅስ ጋብጧል ልሰናበት ። “ስትወጣ ጸልይ፣ ስትደርስ አመሰግን።”



The right to a quality education is, I believe, the perfect path to bridge the gap between different cultures and to reconcile various civilizations. Without such a right, the values of liberty, justice and equality will have no meaning. Ignorance is by far the biggest danger and threat to humankind.

Mozah bint Nasser Al Missned

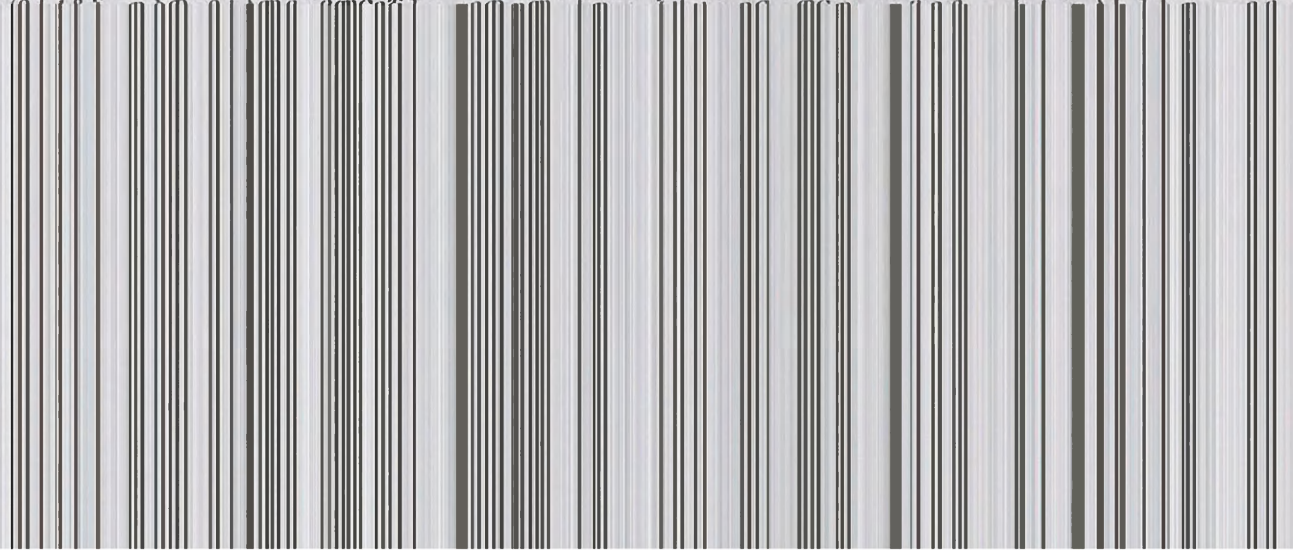
የሄግል ክርስትናን እንደ ኮሚዲ

ስላሶይ ገርግክ እንደጻፈው ማርቶስ ኃይሌ - ቅድስት ማርያም ዩኒቨርሲቲ-አንደተረጎመው

በአንድ ተልቀና ብቡ አልጋዎች ይመክራታል። በአልጋዎ አጠገብ አንድ ባለብት ሆሰፊታል ክፍል ውስጥ የሚገኝ አንድ በሽተኛ ሀኪሙ አብረውት ያሉ በሽተኞች በሚያሰሙት የማያቋርጥ ጩኸትና ልቅሶ ሊያበድ እንደረገጠ ቅሬታውን ያሰማል። ሀሰሙም ቀበል በማድረግ፣ የው በሽተኞች በዚህ ሁኔታ ውስጥ ካሉ ምንም ማድረግ እንደማይቻል፣ ማንም ይህን የተሰፋ-መቁረጥ ስሜት ከመግለጽ ሊያግዳቸው አንደማይችልና ሁሉም መሞታቸው እንደሆነ በማወቃቸው መሆኑን ይነግረዋል። በሽተኛውም ለጠቅ በማድረግ፣ "ቆይ ታዲያ ለምን ለነዚህ ለሞቱ ያሉ ሰዎች ሌላ ክፍል አልተዘጋጀም?" በማለት ሲጠይቅ፣ ይክተሩም ቀለል ባለና በተረጋጋ መንፈስ፣ "ይሄ እኮ ለሞቱ ያሉ ሰዎች ክፍል ነው።" በማለት ይመልሳል። አዚህ ጋ፣ ትንሽ ስለሄግል ያነበበ ወይም የሰማ የሚያጣጥመው ሄግላዊ አስተሳሰብ የመጨረሻው የቀልዱ አቅጣጫ አቀያየር ሲሆን፣ በዚህም የግለሰብ የግል አስተሳሰብ (ሳብጅክቲቪቲ) እርባና-ብስ መሆኑና ራሱን ያርቅ ከነበረበት ስብስብ ውስጥ ራሱ መጠቀሙን ነው። ሄግላዊ ኮሚዲ ላይ ካወራገ፣ የመጀመሪያውን ቀልድ ሄግላዊ ሶስትነት (ሄግልያን ትራያድ) የመጀመሪያው ስያሜ (ተርም) እንደሆነ አንጠርጥርና ሁለት እንበል። በመጀመሪያው ቀልድ ላይ ያየነው አራሱን የተለየ አድርጎ ያየው አካል በስብስቡ ውስጥ ሲጠቀለል ስላየን፣ አሁን ደግሞ የዚህን ተቃርኖ (ኔጌሽን) እንጠብቅ፤ በዚህም አንዱን ብቻ ከስብስቡ ለይተን እናወጣለን። ነገሩ የቅርብ ጊዜ የሶስት ቀልድ ነው። ፈታ

በአልጋዎ አጠገብ አንድ ባለ ብቡ ሻማ አምጋል አስቀምጣ፤ ወሲብ መፈፀም በደከማት ጊዜ እንደታበራውና ማዶም በድንጋጩ ከገባበት ጥልቅ ስሜት እንደሚወጣ ይነግራታል። በዚያው ሌሊት፣ ፈታ ከረጅም ሰዓታት ወሲብ በጎሳ የተባለችውን አደረገ። የባልዋን ንደኛ የሆሰን ፊት ታያለች። በመገረም ሆሰን ጠየቀች፦ እዚህ ምን ታደርጋለህ? ባለቤቱ ማዶ የት ሄደ? በዕፍረት የተሸማቀቀው ሆሰም መለሰ፦ በር ላይ ነው፣ ተሰልፈው ከሚጠብቁ ተረኞች ገዝብ እየተቀበለ። ወደ ሶስተኛው ቀልድ ስንቀጥል፣ ወሰን-የለሽ ብያሌ (ኢንፋይናይት ጃጅመንተ) የሚባለው፣ በተመሳሳይነት የሚመጣ ትልቅ ተቃርኖ ነው። ሰውየው ለሀኪሙ ሁልጊዜ በክፍሉ ውስጥ የሌሉ ሰዎችን ድምጽ እንደሚሰማ በምራት ይነግረዋል። በ"አውነተ?" ይላል ይክተሩ በአግራሞት፣ "የቅገቱን ትርጉም በደንብ ለመረዳት እንድንል አስከ በምን ዓይነት ሁኔታ ውስጥ ስትሆን ነው የ'ነዚህ የሌሉ ሰዎችን ድምጽ የምትሰማው?" ብሎ ይጠይቀዋል። ሰውየውም መለሰ፦ "በአብዛኛው በስልክ ስነጋገር ነው።" ዱሮውን ስ ሰዎች በስልክ ሲነጋገሩ አጠገባቸው በአካል ካለ ሰው ጋር ነው እንዴ? ምንም እንኳን ኪርከርጋርድ የሄግል ዋነኛ ተቃርኖች ቢሆንም፣ ብዙ ጊዜ እንደሚያጋጥመው ቀርቦታቸውን በክርስቲስ አስቀኝነት ላይ እናዋለን። ለመሆኑ ከ"መወለድ" በላይ አስቀኝ የሆነ ምን ነገር አለ። የሚያጃጂለው ነገር የተንሸና የትልቁ (የምንዱባን ሰውና የምድር ፈጣሪ)

ቀርተዋል። እነዚህን ተጠራጣሪዎች ቀልዱ ያልገባቸው ክርስቲያኖች ልንላቸው እንችላለን። ለዚህም ነው የሚል ገብሰን ጋሽን አፍ ክራይስት። ራልም አስቀኝን ጉዳይ ባለማካተቱ በመጨረሻ ኢ-ክርስቲያን ፊልም ከመሆን ያላለፈው። እንደ ታላቁ ፊልሰፋ እንደ ሄግል ከሆነ ከተራጃዲ ወደ ኮሚዲ በሚወስደው መንገድ መንገዝ ያለው ትልቅ ጥቀም የውክልናዊ ተግዳሮቶችን ሙሉ በሙሉ ሊያሸንፍ መቻሉ ነው። በተራጃዲ ላይ የምናየው የተዋናዩን ግለሰብ ገዢ ገዕ-ባሕርይ በመወከል የመጫወት ጉዳይ ስፔሜላ ላይ ግለሰቡ በራሱ ገዕ-ባሕርይውን በቀጥታ ይሆናል። በዚህም የውክልናው ክፍተት ሙሉ በሙሉ ዝግ ይሆናል። በክርስቲያንም የምናገኘው ተመሳሳይ ሁኔታን ነው። ክርስቲያን በራት እንደነበሩ የጣዖት አምልኮዎች አንድ ገዢ ኃይል ወይም መርህ የሚወክል ሳይሆን ልክ እንደ አንድ ምንዱብ ሰው (ክርስቲያን) በቀጥታ አምላክ ነው። ክርስቲያን ልክ ለምሳሌ በሂንዱዊዝም እንደምናየው ክሪሽና፣ ሺሽና፣ ሺሹ እንደሚባሉት የተለዩ የሚቆም አይደለም። ይህ ተራ ምንዱብ ሰው (ክርስቲያን) እግዚአብሔር ነው ስንልም ክርስቲያን ከእግዚአብሔርነቱ በተለዩ ስው ነውም አያልን አይደለም፤ አርሱ ሰው የሚሆነው እግዚአብሔር እስከሆነ ድረስ ብቻ ነው። የጳላሞስ "ይህን ሰው ያዙት" (Ecce homo) ትዕዛዝ የአምላክነቱ ልዩ መግለጫ እንጂ ይህን ተራ ምስኪንና ደካማ ፍጡር ያዙት ለማለት አይደለም። "እግዚአብሔር ይኸውላችው" የሚል ነው። ይሁንና ሆሜራ ውስጥ ተዋናዩ ግለሰብ ከሚጫወተው ገዕ-ባሕርይ ጋር ያለው ግጥምጥምሽ ሰውየው እራሱን በመድረክ ላይ ተጫወተ እራሱን በትክክል ሆኖ በመድረክ ላይ አየነው ማለት ሳይሆን ልክ በሄግላዊ አስተሳሰብ

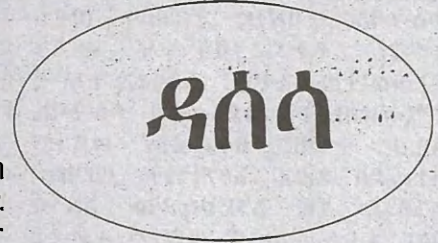


የሚካሄደው በዚህ መንገድ ነው። ስለዚህ ብቸኛውና ተጨማሪው ኃይል የሚጋጩ ነገሮችን (ለምሳሌ ተዋናዩ ይህው ሌሎች ረቂቅ የሆኑ ነገር ግለሰብና ገዕ-ባሕሪው) ለማስታረቅ አስተሳሰቦችን የማጣጣሉ አሉታዊነት በሁለቱ ነገሮች መካከል ውህደት ነው። መፍጠር ሳይሆን ያለውን ክፍተት (ግጭት) እንደገና በመድገም ነው። የዚህ የገዢው ባሕርይና የግለሰብ (ግጭት) እንደገና በመድገም ነው። መገጣጠም የተለመደውን በሄግል ሁለት የሚጋጩ ነገሮች ሲኖሩ ላይ የሚነሱ የሃሳባዊነት ትንተና ሊታረቁ የሚችሉት በሁለቱ መካከል ውህደት እንደማይቋጥሩ ያሳያል። ያለውን የሚለያየው ክፍተት በአንዱ ውስጥ እንዳለ ውስጣዊ ማንነት በፈረስ ሆኖ ሲያየው የዓለም መንፈስ በማድረግ ግጭቱን ያጠፋል። ፈረስ ሲጋልብ ያየሁ መሰለኝ ብሎ በክርስቲና ውስጥ ያለው የአግዚዮብሔርንና የሰው ልጅ ስንሰጠው ይህ አባባል ግልጽ ነው። የሚለያየው ክፍተት የሚጠፋው ክርስቶስ እራሱ እግዚአብሔር ነው። ሁለቱን ባሕርያት ባዋህረ አያሱስ የዓለም ፈጣሪ ልክ አገጽ አገጽ ተራ ክርስቶስ ሳይሆን በክርስቶስ መሰዋት ሰው አዛ ጋር እየሄደ ነው። የዚህ ወይም «ኤሎሄ፣ ኤሎሄ የመወለድ ምሥጢር በተለያዩ ላማሰበቅታኒ» (አምላኬ፣ አምላ ለምን ምሳሌዎች ሊታይ ይችላል። ወላጆች ተውክኝ)ን በሚለው የክርስቶስ ተስፋ መቁረጥ ነው። በዚህች ቅፅበት በእግዚአብሔርና በሰው መካከል ያለው የሚለያየው ክፍተት ወደ እግዚአብሔር ዞሯል። ይህም በክርስቶስ እና በእግዚአብሔር አባቱ በተፈጠረ ክፍተት ተገልጿል። እዚህ ጋ ዋናው የተቃርኖ ሥልት (dialectical trick) እኛን ከእግዚአብሔር የሚለየን ገዕታ እራሱ እኛን ከእግዚአብሔር ጋር ማዋሃድን ወይም ማጣመሩን ነው። ወደ ኮሜዲ ስንመለስ ገዢውን ባሕርይ በቀጥታ አናየዋለን። በመታየቱም እራሱ ባሕርይውን ይጫወተዋል። በኮሜዲ ውስጥ ነገር ወይም ሁሉ በሁሉ ይቀመጣል። ነገር ወይም ባሕርይ ከግለሰብ ብቸኝነት ጋር መገጣጠም ይታይበታል። በኮሜዲ ውስጥ ረቂቅ ነገር ገዕታዎች ስለሚጣጣሉ ይህ አሉታዊ ኃይል ብቻውን ይቀራል። የዚህ ጀግና ሁሉንም ነገር ዕሴቶች ማርከስ ወደ አንድ ብቸኛ ቀሪ ኃይል ይወስደናል። ይህም የአሉታዊነት ኃይል ነው። ሁሉንም ነገሮች የማጣጣል ኃይል በክርስቶስም ያየነው ይህንን ነው። ክርስቶስ በምድር ላይ ያሉ ነገር ነገር ነገሮችን በማጣጣሉና ከንቱ መሆናቸውን በማስረገጡ /አንድ የአህይሁድ ሕግጋት የመሃለሉትን/ የቀረው ብቸኛ ነገር ኃይል አርሱ ውስጥ ያለው መሆኑን አሳይቷል።

አንደኛው የፈራርሱ ሲገቡ ሰውየው ያመለጠው የራሱን ማሰክ በማጥለቅ ነበር/ በወቅቱ ሰውየው ላይ ለማሾፍ በሚል ይህ ማሰክ በየሱቁ ከመሸጡም በላይ አብዛኛው ሰው አጥልቆት ነበር/ ። አናም ሰውየው በያንስ የገባው አንድ ነገር ነበር "the thing is its own best mask" የአምላክም ትልቁ ተርጉም ይህ ነው። እግዚአብሔር የራሱን ማሰክ መልበስ ነበረበት፤ ምናልባትም እግዚአብሔር ማለት የዚህ ፍፁም የሆነ የሚታይ ነገርና ፍፁም የሆነ የሚታይ ነገር ትልቁ ክፍፍል ነው። በሁለቱ መካከል ያለው ልዩነት የቅርፅ ብቻ ነው። ምክንያቱም ሁለቱም ተመሳሳይ ናቸው። በዚህ መሠረት እግዚአብሔር ተልቅ የሆነ የተቃርኖ ስያሜ ነው። እግዚአብሔር መታየት አለበት፤ ይሁንና በማንምም ሆነ በምንም ለወክል የማይችል ነው። በተመሳሳይነት የምናገኘው ነገር ገፁ ልዩነት /pure difference/ ነው። በሁለት ነገሮች መካከል ያለ ልዩነት ሳይሆን የአንድ ነገር ክራሱ መለየትን አናገኛለን። ለዚህ ነው በማርክስ ብራዘርስ ፊልም የሚታወቀው አባባል አስቂኝ የሚሆነው። ሰውየው ደደብ ይመስላል። የደደብ ሥራም ይሠራል። ይህ ግን ሊያጭበረበርህ አይገባም። ሰውየው ደደብ ነው። የተደበቀ ምሥጢር ከመጋረጃው በስተጀርባ ከማግኘት ይልቅ ተመሳሳይ ነገር ስናገኝ አስቂኝ ይሆናል። ይህ የልዩነት እጦት ገፁ ልዩነት በነገሩና በራሱ መካከል ይፈጥራል። አንድ አንድ ታሪካዊ ዘገባ ከሆነ በአንድ የፓሪስ ግድግዳ ላይ የተቀረፀ ጽሑፍ እንዲህ ይነበባል። "እግዚአብሔር ሞቷል" ኒቸ። በማቀጥለው ቀን ሌላ የተቀረፀ ጽሑፍ ከሥር ይነበባል። "ኒቸ ሞቷል" እግዚአብሔር። የዚህ ቀልድ ትግር ምንድን ነው? ለምን በግልጽ የመልስ ምት ሆኖ ይታያል? ምንም እውነትነት የሌለው ጭፍን ግብረገባዊነት ስለሆነ አይደለም። ትግሩ ከዚህ የከፋ ነው። የዐረፍተ ነገሩ ግልበጣ የሚያመጣው ቅርፅ ላይ ዋናውን ጉዳይ እናገኛለን።

ወደ ገጽ 26 ዞሯል

የሱብሰባ አመራር ደንብ (Parliamentary Procedure)



የሱብሰባ አመራር ሲባል ሰዎች አንድን ዓላማ ወይም ዓላማዎች ከግብ ለማድረስ በጋራ ውይይታቸውን የሚያካሂዱበት ሥልጣና ሥነ-ሥርዓት ማለት ነው። የሱብሰባ አመራር በዓለም አቀፍ ደረጃ ተቀባይነት ያገኘ የራሱ ደንብ አለው። ይህ ደንብ አንዳንድ ጊዜ ፓርላማንታዊ ሥነ-ሥርዓት ደንብ (Parliamentary Procedure) ተብሎ ይጠራል። ምክንያቱም ደንቡ ለመጀመሪያ ጊዜ የፈለቀው ከእንግሊዝ ፓርላማ በመሆኑ ነው። መሠረቱ የእንግሊዝ ፓርላማ ይሁን እንጂ ከዚያ ወዲህ አያሌ ሌሎች ሐጎች እንዳስፈላጊነታቸው ተጨምረውበታል። ጊዜያዊ ስብሰባዎችና ቋሚ የመተዳደሪያ ደንብ የሌላቸው ስብሰባዎችም አብዛኛውን ጊዜ የሚመሩት በዚህ ደንብ ነው። መደበኛ ስብሰባዎች ማለትም እንዳስፈላጊነቱ በየወቅቱ በተደጋጋሚ የሚካሄዱ ስብሰባዎች አብዛኛውን ጊዜ ቋሚ የመተዳደሪያ ደንብ አላቸው። በመሆኑም የዚህ ዓይነቶቹ ስብሰባዎች ሃይት የሚመራው በቋሚ የመተዳደሪያ ደንብ መሠረት ይሆናል። የሱብሰባ ቋሚ የመተዳደሪያ ደንብ ሲባልም በተደጋጋሚ የሚካሄዱ ስብሰባዎችን አብዛኛውን የለዎች ስብሰባ ወይም ማኅበር ወይም ድርጅት ወይም ኮሚቴ የሚመራበት የሐጎች ስብሰባ ሆኖ በአጠቃላይ የፓርላማ ደንብ ላይ ተመሥርቶ ለማኅበሩ ለድርጅቱ ወይም ለኮሚቴው አሠራር እንደሚሰማ ተደርጎ የተደነገገ መመሪያ ነው። አንዳንድ ጊዜ የማኅበር፣ የድርጅት ወይም የኮሚቴ ቋሚ የመተዳደሪያ ደንብ ያለውን ስብሰባ የሚመራ ሊቀ መንበር በአጠቃላይ የፓርላማን ደንብ ከመገንዘብም ባሻገር የሱብሰባውን የመተዳደሪያ ደንብንም ጠንቅቆ ማወቅ አለበት። የአንድን

የሱብሰባ ቋሚ የመተዳደሪያ ደንብ የሚቀርጹቱ አባላቱ ስለሆኑ አስፈላጊ ሲሆን ለማሻሻል ሆነ ለመሻር መብት እንዳላቸው መረዳ ይገባል። አንዳይውም በመተዳደሪያ ደንብ ውስጥ አስፈላጊ ሆኖ ባገኙት ጊዜ ሁሉ አባላት ደንቡን ለማሻሻልም ሆነ ለመሻር መብት ያላቸው መሆኑን የሚያረጋግጥ አንቀጽ መኖር አለበት። ይህን ለማድረግ አብዛኛውን ጊዜ የአባላቱን 2/3ኛው የድምፅ ድጋፍ መገኘት እንዳለበትም መገለጽ ይኖርበታል። የሚፈለገው የድምፅ ድጋፍ ካልተገኘ ደንቡን በከፊልም ሆነ በጠቅላላው ለመለወጥም ሆነ ለማሻሻል አይቻልም። ምክንያቱም የብዙኃን ድጋፍ የለውምና ነው። ቋሚ የሱብሰባ መተዳደሪያ ደንብ ከሚያካትታቸው መካከል የሚከተሉት ይገኙበታል።

- ስብሰባው መቼ፣ የትና ለምን ያህል ጊዜ እንደሚካሄድ፤
- አስቸኳይ ስብሰባዎች ማን ወይም እነማን መጥራት እንደሚችሉ፤
- የስብሰባው ሊቀ መንበርና ጸሐፊ ኃላፊነትና ተግባር፤
- የስብሰባው አባላት መብትና ግዴታ፤
- የስብሰባው ምልዓተ ጉባኤ ወይም ኮረም፤
- የስብሰባው አጀንዳና የውሳኔ ሃሳብ ለስብሰባው እንዴት እንደሚቀርብ፤
- በውይይትና በክርክር ወቅት መከበር የሚገባቸው መመሪያዎች፤
- ስለድምፅ አሰጣጥና ውሳኔዎችን እንዴት መቃወም እንደሚቻል፤
- የስብሰባውን ሊቀ መንበርና ጸሐፊ ለመምረጥ የሚያስችል የድምፅ አሰጣጥ፤
- አንዳንድ ውሳኔዎችን ለማስተላለፍ የሚያስፈልገውን ድምፅ ብዛት ወዘተ.....ናቸው።

ስብሰባ ላይ ብዙ ጊዜ የሚነሱ ቃላት ትርጉም

ሊቀመንበር፡- ማንኛውንም ዓይነት ስብሰባ የሚመራና የሚያስተናብር ነው። የሱብሰባው ሊቀ-መንበር ስብሰባውን ይከፍታል፤ ይመራል፤ ይዘጋል። ሥነ-ሥርዓትን ያስከብራል፤ በዚህም ኃላፊነቱ የተናጋሪዎችን ቅደም ተከተል በፍትሃዊነት ይወስናል። ስብሰባው ከሚያስፈልገው በላይ እንዳይራዘም ከዓላማው እንዳይካሄድና ከአጀንዳው ውጭ እንዳይካሄድ ይቆጣጠራል።

ሊቀ-መንበር ኃላፊነቱን በትክክል ለመወጣት የሚመራውን ስብሰባ ደንብ ዝርዝር ተግባራትና የስብሰባ ክርክርንና ውይይትን አመራር ደንቦች ማወቅ ይገባዋል። የሊቀ-መንበር ዋና ተግባር የአብዛኛዎችን አባላት መብት ማስጠበቅ አንደሁኔታው የእያንዳንዱን አባል መብት መጠበቅና ስብሰባው ዓላማውን እንዳይሰጥ መጠንቀቅ ሲሆን በወንበሩ ላይ እስካለ ድረስ ሊቀ-መንበር በስሙ አይጠራም፤ አንደሁኔታው ሊቀመንበር፣ ፕሬዚዳንት፣ ወዘተ. እየተባለ ይጠራል እንጂ። ራሱም ራሱን በሦስተኛ መደብ ክልሉ ነው የሚናገረው። ለምሳሌ “እንደ ሊቀ-መንበር ሃሳብ ከሆነ ...” እንጂ “እኔ እንደሚሰጠው...” አይልም። አንድ አባል ሲናገር የስብሰባውን ደንብ ያላከረ እንደሆነ ወይም ክርክር ከሚደረግበት ርዕስ ውጪ የሆነ እንደሆነ ወይም ዝምድና የሌለው ነገር በመናገር የስብሰባውን ጊዜ የሚያባክን ከሆነ ሊቀ-መንበር ምክንያቱን ባጭሩ ገልጾ አባሉን ግግሩን አቋጠ እንዲቀመጥ ሊያዘው ይችላል።

ሊቀ-መንበር ስብሰባ ውስጥ እያለ ስብሰባውን እንዳይመራ ሊያደርግት የሚችሉ ሁለት ምክንያቶች አሉ። አንደኛው ሊቀ-መንበር በቀረበው አጀንዳ ላይ አንድ አንድ ተራ አባል መከራከር ከፈለገ ሲሆን ሁለተኛው ደግሞ ሊቀ-መንበር ክስ ቀርቦት ውሳኔ እስኪሰጠው ድረስ በእርሱ አመራር ከአባላቱ 2/3ኛው እምነት ሲያጡ ወይም ደግሞ በስብሰባው መተዳደሪያ ደንብ በተደነገገው መሠረት የተለዩ ጥፋት ፈጽሞ ስብሰባን መምራት እንዳይችል ሲገደድ ነው። በዚህ ጊዜ ምክትል ሊቀ-መንበር ስብሰባውን ይመራል፤ ይህንንም ሲያደርግ አንዱን ወገን ደግሞ ሌላውን ተቃውሞ በመናገር የሌሎችን ጊዜ መሻማተ የለበትም። በሌላ አነጋገርም በውይይቱ ወቅት በርዕሱ ላይ አጭም ወስዶ ወገናዊነትን ማሳየት አይገባውም። ረጅም ስብሰባዎች አሰልጣኝ ሊሆኑ ስለሚችሉ ብልህ ሊቀ-መንበር በየአጀንዳዎቹ መሀል አጭር ዕረፍት ይሰጣል።

ቃለ-ጉባኤ፡- በአንድ የሰብሰባ ወቅት ንግግር የተደረገባቸውና ውሳኔ የተሰጠባቸው አንኳር አንኳር ጉዳዮች የሚመዘገቡበት ሠነድ ነው። ቃለ-ጉባኤ ለዚህ ተግባር በተመረጠ ወይንም በተመደበ ጸሐፊ አማካኝነት ይያዛል። አንዳንድ ጊዜ እንደሁኔታው ከአንድ በላይ ጸሐፊ ሊመረጥ ወይንም ሊመደብ ይችላል። የሰብሰባ ጸሐፊ (ጸሐፊዎች) ከሊቀ-መንበሩና ከሌሎች የሰብሰባው ሥራ አስፈጻሚ ኮሚቴ አባላት ጋር በመሆን አጀንዳ በማዘጋጀትም ይሳተፋሉ።

ቃለ-ጉባኤ ማካተት ከሚገባው ዋና ዋና ጉዳዮች የሚከተሉት ይኑባታ።

የቀደመ ስብሰባ ካለ ቃለ-ጉባኤውን በንባብ በማሰማት ማጻጸብ።

ስብሰባው የት፡ በምን ቀንና ሰዓት እንደሚካሄድ።

የሰብሰባው አባላት ስም ዝርዝርና አጀንዳ(ዎች)።

በክርክር ላይ የሚቀርቡትን ተቃራኒ ተባብሮች በአጭር በአጭር።

ውሳኔ የተደረሰባቸውን ዋና ዋና ሃሳቦች።

ባቃለ-ጉባኤው እንዲሠሩ የሚረዱት የተለያዩ ሃሳቦች ወዘተ. ናቸው።

ምልዓተ ጉባኤ፡- በአንድ ስብሰባ ላይ መገኘት የሚገባቸው አባላት አነስተኛው ቁጥር ነው። በስብሰባው መተዳደሪያ ደንብ ውስጥ ካልተገለጸ በስተቀር ከአባላቱ ከግማሽ በላይ ከተገኙ ምልዓተ ጉባኤ እንደተማላ ይቆጠርና ስብሰባው ይካሄዳል። ምልዓተ ጉባኤው ካልተማላ ስብሰባው በተለዋጭ ቀጠሮ ይበተንና ቀን ቀጠሮው በዕለቱ ላልነበሩት አባላት ሁሉ ይገለጻል። የምልዓተ ጉባኤውን ቁጥር በክፍልፋይ (Fraction) ምሳሌ፡- (1/3፣ 3/4) ወዘተ. ከማስቀመጥ ይልቅ አሻሚ አንዳይሆን በቁጥር ማስቀመጥ ይመረጣል። ለምሳሌ ከመቶ የህል ጠቅላላ አባላት መካከል ሃምሳው ስብሰባ ላይ ቢገኙ “ግማሽ አባላት ስለተገኙ ምልዓተ ጉባኤው ተሟልቷል” በማለት ስብሰባውን ማስጀመር የተሻለ ነው። ምልዓተ ጉባኤው መሟላት ያለበት አብዛኛዎቹ አባላት በስብሰባው ላይ በማይገኙበት ወቅት በአብላጫ ድምፅ ሊወሰን የሚገባው ውሳኔ በጥቂቶች ተዕዕኖ ጠዘዎችን የሚጎዳ የማያስፈልገው ውሳኔ እንዳይተላለፍ ለመገደብ ነው።

አጀንዳ፡- በአንድ ስብሰባ ላይ የመነጋገሪያ ርዕስ ነው። ከአንድ ርዕስ በላይ ከሆነ ቀደም ተከተሉ አጀንዳውን ባዘጋጁት ይወሰናል። ስብሰባዎችን በወቅቱ ለመጨረስ እያንዳንዱ የመነጋገሪያ ርዕስ በሰዓት የተወነበሆን

መልካም ነው። በስብሰባው መተዳደሪያ ደንብ ካልተጠቀሰ በስተቀር አጀንዳዎቹ በተወሰነው ሰዓት ካላለቁ ሊቀ-መንበሩ የስብሰባው ጊዜ እንዲራዘም የአባላቱን ፈቃድ ማግኘት አለበት። የስብሰባዎቹ መራዘም አባላቱን ስለሚያሰለጩና በሌላ ጊዜ ለሚጠሩ ስብሰባዎች ተሟልተው እንዳይገኙ ስለሚያደርጋቸው ሊቃኑ መናብርቱ ስብሰባዎች አንዳይራዘሙ ብርቱ ጥንቃቄ ማድረግ ይጠበቅባቸዋል። ይህንን ሲያደርጉም ንግግሮች እንዳይገዙ፣ ከአጀንዳ ውጪ የሚናገሩ መስመር እንዳይዙ፣ ተናጋሪዎች ዙሪያ ጥምጥም ከመሄድ ይልቅ ወደዋናው ጉዳይ እንዲገቡና አባላት ዘለፋንና ስድብን ከመሳሰሉ አልባሌ ነገሮች እንዳቆጠቡ ጥረት ማድረግ አለባቸው። መተዳደሪያ ደንብ ላለው ስብሰባ ሥራ አስኪያጅ ኮሚቴው አጀንዳውን ቀደም አድርጎ አዘጋጅቶ ለጠቅላላው ስብሰባ በሊቀ-መንበሩ አማካኝነት ያቀርብና ተጨማሪ አጀንዳዎችን ይቀበላል፤ አላስፈላጊ ያልመለሱትን ይሰርዛል። ለምሳሌ የሥራ አስኪያጁ ኮሚቴ ሊወስነው የሚችለውን ጉዳይ ለጠቅላላ ስብሰባው አንጠልጥሎ የመጣ እንደሆነ በመተዳደሪያ ደንቡ መሠረት እንዲፈፀም ኮሚቴው ወደ ሥራ አስኪያጁ ይመልሰዋል። ተስብሳቢው ለጠቅላላ ስብሰባ የቀረበውን አጀንዳ ቀደም ተከተል የማስተካከል ሥልጣንም አለው። ጊዜ ላለማባከን ግን የሥራ አስኪያጅ ኮሚቴውም ሆነ አጀንዳ አቅራቢው በድን ጉዳዮችን እንደ አንገብጋቢነታቸው ቀደም ተከተል ቢያስቀምጥና ለውይይቱ ቢያቀርብ ይመረጣል።

አጀንዳ ባልተያዘለት መደቦች ስብሰባ ሊቀ-መንበሩ ስለአንዳንድ አፈፃፀሞች መግለጫ ከሰጠ በኋላ ማንኛውም አባል በሊቀ-መንበሩ ሲፈቀድለት አጀንዳ ሊያሰይዝ ይችላል። አንድ አባል ለውይይት የሚሆን ርዕስ በአጀንዳ አስይዞ ከተደገፈና በሊቀ-መንበሩ አማካኝነት ለቤቱ ካቀረበ በኋላ ቤቱ ካልፈቀደ በስተቀር ለማንኛውም አይችልም።

የቀረበውንም ሃሳብ ራሱ ተቃውሞ መናገር አይፈቀድለትም። ምክንያቱም ሃሳቡን ቤቱ ከተቀበለው በኋላ ያ የቀረበና ለውይይት ያለፈ ሃሳብ የቤቱ እንጂ የአቅራቢው አይደለም።

የውሳኔ ሃሳብ፡- የውሳኔ ሃሳብ ማለት በአንድ ርዕስ ላይ ሰፊ ውይይት ተካሄዶ የውሳኔ ሃሳብ በማንኛውም ስብሰባ ከተባሰበዎቹ ቢያንስ በአንድ ሰው መደገፍ አለበት። ይህንን ድጋፍ ካላገኘ በስተቀር ለስብሰባው ውይይት ሊቀርብ አይችልም። ከዚህም በተጨማሪ

ለድምፅ ከመቅረቡ በፊት ከአባላቱ ውስጥ ሃሳቡን በመደገፍ፣ ተቃዋሚ ካለም በመቃወም በስብሰባው ላይ መናገር ይገባቸዋል። የውሳኔ ሃሳብ ግልጽና ምጥን ያለ ቢሆን ይመረጣል። ሃሳብ በቃል ወይንም በጽሑፍ ሊቀርብ ይችላል። በቃል በማነገርበት ወቅት ሃሳቡን የስብሰባው ጸሐፊ ቃል በቃል መቀበል አለበት።

የውሳኔ ሃሳብ ማሻሻያ፡- አንድ የውሳኔ ሃሳብ ድጋፍ አግኝቶ ለድምፅ ከመቅረቡ በፊት ሃሳቡን ለማዳበር ወይንም የበለጠ ግልጽ ለማድረግ የሚሰነበሩ ዐረፍተ ነገሮችና ቃላት የውሳኔ ሃሳብ ማሻሻያዎች ተብለው ይጠራሉ። የሚቀርቡት የማሻሻያ ሃሳቦች በውሳኔ ሃሳብ አቅራቢው ተቀባይነት ማግኘት አለባቸው። ከዚህም በኋላ የማሻሻያ ሃሳቦች በተጨማሪ ቁጥር ከአባላቱ ቢያንስ በአንድ ሰው መደገፍ ይኖርባቸዋል። ከተደገፉም የውሳኔ ሃሳብ አካል ይሆናል ለውሳኔ ይቀርባል። ተራ ክርክር ከሆነ ግን ስለጉዳዩ የውሳኔ ሃሳብ ሳይቀርብ በደምጽ ብልጫ ይወሰናል።

ቀድሚያ የሚሰጠው የውሳኔ ሃሳብ፡- አንድ ርዕስ በውይይትና ክርክር ላይ እንዳለ ውሳኔ ሳይሰጥበት ጣልቃ የሚገቡ የውሳኔ ሃሳቦች ቀድሚያ የሚሰጣቸው የውሳኔ ሃሳቦች ተብለው ይጠራሉ። የዚህ ዓይነቶች የውሳኔ ሃሳቦች ዋናውን ውይይት ወይም የክርክር ርዕስ (አጀንዳ) መቃረን ወይንም መደገፍ አይችሉም። ቀድሚያ የሚሰጣቸው የውሳኔ ሃሳቦች ስብሰባውን ሥርዓት ለማስያዝ፣ የክርክር ጊዜን ለመወሰን፣ አስቸኳይ ማስታወቂያዎችን ለማንበብ፣ ስብሰባው እንዲበተን ለመጠየቅ ወዘተ. የሚቀርቡ ናቸው። እነዚህንና እነዚህን የመሳሰሉ ጉዳዮች ቀድሚያ ይወሰናል ስብሰባው ተንጠልጥሎ ወደቆየው ርዕስ (አጀንዳ) ይመለሳል።

ውሳኔ፡- የውሳኔ ሃሳብ ለድምፅ ቀርቦ ከወደቀ ውሳኔ ይሆናል። ወይንም ሁለት የተለያዩ የውሳኔ ሃሳቦች በስብሰባው ስራ ክርክር ተደርጎባቸው ለድምፅ ቀርበው የድምፅ ብልጫ ያገኘው ሃሳብ ውሳኔ ይባላል። ይህ ውሳኔ በአያንዳንዱ አባል ተፈጻሚነት ይኖረዋል። ጥቂቶች ለብዙኃን ይገዛሉ። የሚለው መርህ ተግባራዊ የሚሆነውም እዚህ ላይ ነው። ወሳኔን እንደገና ማየት፡- አንድ ሃሳብ በድምፅ ብልጫ ካለፈ በኋላ ውሳኔ ይሆናል። ይሁን እንጂ አንድ ውሳኔ በማስረጃ ዕጥረትም ሆነ በተሳሳተ መረጃና ማሰራጨ ወይንም በችኮላ ካለፈ በኋላ ሁኔታው ተመረምሮና ተጣርተ ውሳኔው እንደገና እንዲቃይ በአባላት መጠየቅ ይችላል። ስህተት የታወቀው

ስበሰባው ሳይበተን ከሆነ ወሳኔው ስህተት መሆኑን የተረዱ አባላት ለሊቀ-መንበሩ ወዲያውኑ በመረጃ አስደገፈው ያሳውቃሉ። ሊቀ-መንበሩም በነገሩ ካመነበት ለጉባኤ ድምፅ ያቀርባል። ከአባላቱም 2/3ኛው ድምፅ እንደገና እንዲታይ ከደገፈው ጊዜ ካለ በዕለቱ ስብሰባ ላይ እንደገና ይታያል። ያለበለዚያም ጉዳዩ በጣም አንገብጋቢ ሆኖ ካልተገኘና ጊዜ የሚሰጥ ከሆነ ለሚቀጥለው ስብሰባ በአጀንዳ መልክ ተይዞ ይቀርባል። የቀደመውን ውሳኔ የማያሸር በቀ ድጋፍ ካላገኘ ግን የመጀመሪያው ውሳኔ የጻፍ ይሆናል። በሌላ በኩል አንድ ውሳኔ ወሎ አድርጎ እንደገና እንዲታይ ከአባላቱ ጥያቄ ሲቀርብ በውስጥ ደንብ ካልተጠቀሰ በስተቀር ጉዳዩ ለጠቅላላው አባላት ስብሰባ ከመቅረቡ በፊት በያንስ አባላቱ ለሊቀ-መንበሩ ወይም ለሥራ አስኪያጅ ኮሚቴው ማቅረብ አለባቸው። ከዚህ በኋላ ጉዳዩ እንደገና ይታያል። ቀደም አድርጎ የተላለፈው ውሳኔ አይገኝ ከሆነና ከሚቀጥለው ስብሰባ በፊት ተፈጻሚነት የሚገኝ ከሆነ ሊቀ-መንበሩ አስቸኳይ ስብሰባ ይጠራና እንደገና ያስወስናል።

“ስለደንብ” (order! - በአማርኛ ብዙውን ጊዜ ማሳሰቢያ/አካሄድ/ሥነ ሥርዓት)፡- በሚሉት ተወራሪ ቃላት ይታወቃል)፡- በክርክር ጊዜ የስብሰባውን ደንብና ሥነ ሥርዓት የሚያፋልስ ሁኔታ ሲያጋጥም ማንኛውም አባል ቆሞ “ስለደንብ” በማለት ለደንቡና ለሥነ ሥርዓቱ ተቃራኒ የሆነውን ነገር እንዲወገድ ለሊቀ-መንበሩ ማመልከት ይችላል። አንድ ተናገሪ ከክርክሩ ሥርዓት ሲወጣ፣ ከስብሰባው መተዳደሪያ ደንብ ውስጥ የተደነገጉ ሕጎች ሲጣሉ፣ ሰዎችን የሚነኩ ንግግር ሲደረግ ለላው የስብሰባ አባል “ስለደንብ” በማለት እንዲታረም ለሊቀ-መንበሩ ማመልከት ይችላል። “ስለደንብ” ብሎ የሚቀርብ ጥያቄ ክርክሩ ተንጠልጥሎ እንዳለም ቀደሚያ ይሰጠዋል። ጣልቃ ገብቶ ለመከራከር ግን “ስለደንብ” ብሎ መጠየቅ አይፈቀድም። ሊቀ-መንበሩም ስለደንብ የቀረበው ጥያቄ ትክክል መሆኑንና አለመሆኑን መግለፅ አለበት። ለሌላው የቀረበው ጥያቄ ትክክል ከሆነ ስህተቱን ማረምና ጥያቄ አቀራቢውን ማመስገን ተገቢ ነው።

የክርክር ሕጎች

የስብሰባው ሊቀ-መንበሩ መድረኩ ለውይይት ክፍት መሆኑን እስካላሳወቀ ድረስ ክርክር ፊደም ሊጀመር አይችልም። ሊቀ-መንበሩ ሥነ ሥርዓትና ደንብ ለማስከበር ክፍተት ጥንቃቄ ማድረግ ያለበትም በክርክር ወቅት ነው። ያለበለዚያ መድረኩ የውይይትና የክርክር መሆኑ ቀርቶ የንተርክና ከዚያም አልፎ የዱላ ሊሆን ይችላል። የስብሰባው አመራር አባላትም በሆኑ ሥነ ሥርዓትን ለማስፈን

የጋራ ኃላፊነት ስላለባቸው ሊቀ-መንበሩን ሊያግዙት ይገባል። በአንድ ለውይይት በቀረበ ርዕስ ላይ ክርክርና ውይይት ማካሄድ ከማያስገኛቸው ጥቀሞች መካከል የሚከተሉት ይገኙበታል።

- 1ኛ የቀረበውን አጀንዳ የበለጠ ለማብራራትና ግልጽ ለማድረግ ይረዳል።
 - 2ኛ ተቃራኒ የሆነ ሃሳብ ያላቸውን የስብሰባ ተካፋዮች ወደ አንድ ሃሳብ እንዲያመሩ ያደርጋቸዋል።
 - 3ኛ እውነተኛውን ሃሳብ ለማግኘት ብዙ ያመራምራል።
- ክርክሩን በሥነ ሥርዓት ለመምራት ደግሞ መከበር ያለባቸው ሕጎች አሉ። ከነዚህም መካከል ዋና ዋናዎቹ የሚከተሉት ናቸው።

1. ማንኛውም ተናጋሪ ከስብሰባው ሊቀ-መንበሩ ፈቃድ ሳያገኝ መናገር የለበትም።
2. ማንኛውንም ተናጋሪ ንግግሩን ለሊቀ-መንበሩ መናገር አለበት እንጂ ለግለሰቦች መሆን የለበትም። አስፈላጊነቱ የግድ ያህል ካልሆነ በስተቀር የሊቀ-መንበሩንም ሆነ የሌሎች የጉባኤ አመራር አባላትን ስም መጥራት የተከለከለ ነው።
3. የስብሰባው አባላት አንድን ሃሳብ ተቃውመው ሊናገሩ ይችላሉ። ተቃውሞው ግን ሃሳብን እንጂ ግለሰብን መሆን የለበትም።
4. ከክርክሩ ርዕስ ውጭ መናገር አይፈቀድም።
5. አባላት ያልተብራራ ሃሳብ ካለ የመጠየቅና የግል ሃሳባቸውን የመግለጽ መብት አላቸው።
6. ብዙ ተናጋሪዎች ካሉ በአንድ ርዕስ አንድ ተናጋሪ ከአንድ ጊዜ በላይ መናገር አይኖርበትም። ብዙ ተናጋሪዎች ከሌሎች ግን ሊቀ-መንበሩ እስከፈቀደ ድረስ ደጋግሞ ሊናገር ይችላል።
7. አንድ የውሳኔ ሃሳብ ቀርቦ ከተደገፈ በኋላ የማሻሻያ ሃሳብ ሲቀርብ ይህ የማሻሻያ ሃሳብ ተቀባይ ተ እንዳለውና እንደሌለው በሊቀ-መንበሩ አማካኝነት ሃሳቡን መጀመሪያ ያቀረቡትና የደገፉት ሰዎች ፈቃድ መገኘት አለበት።
8. ያልተደገፈ የውሳኔ ሃሳብ ያቀረበ አባል በተነሣው ርዕስ ላይ ሌላ የውሳኔ ሃሳብ ሊያቀርብ ይችላል።
9. በስብሰባው ላይ ያልተናገረ አባል ክርክሩ አብቅቷልና ወደ ድምፅ አስጣጥ ይኬድ ብሎ ሃሳብ ሊያቀርብ ይችላል።
10. ስለደንብ የሚለው ጥያቄ ክርክር ሲካሄድም ሊነሣ ይችላል። ድምፅ

እንኳን ሲሰጥ ስለደንብ የሚለው ጥያቄ ሊነሣ የሚችል ነው። ይሁን እንጂ ስለደንብ የሚነሣ ጥያቄ ሁሉ አጭርና ግልጽ መሆን አለበት።

11. ሊቀ-መንበሩ በማንኛውም ወቅት የመናገር መብቱ የተጠበቀ ነው።

ስብሰባው ከተጀመረ አንስቶ ሊቀ-መንበሩ ከተሰበሰቡዎች ብዙ ዓይነት ጥያቄዎች ሊደርሱት ይችላሉ። ዋና ዋናዎቹ ቀጣዮቹ ናቸው።

ደንብ፡- በስብሰባው ላይ ያተኩራል።

ጥቆማ፡- የስብሰባው ሕግ እንዲሻሻል።

ጥያቄ፡- በቀረበ ሃሳብ ላይ ማብራሪያ መጠየቅ

አስተያየት፡- በቀረበ ጥያቄ ላይ እንደመልስና ተጨማሪ የማጠናከሪያ ሃሳብ ማክል

ተጨማሪ፡- በቀረበ ሃሳብ ላይ ተጨማሪ ሃሳቦች ከቤቱ የሚቀርቡበት

ማስተካከያ፡- በስብሰባው ሕግ ወይም መወያያ ርዕስ ላይ የእርምት አስተያየት መስጫ

ተቃውሞ፡- በስብሰባው ላይ የሚነሱ ማናቸውንም ዓይነት ሃሳቦች ለመቃወም የሚነሳ

ቅሬታ፡- ከስብሰባው ላይ የተደረጉ ውሳኔዎችንና ሌሎችን ነገሮች በሚመለከት የሚስነዘሩ

አስተያየቶች ወዘተ. ሊቀርቡ ይችላሉ።

በዚህ ጊዜ ስብሰባውን የሚመራው ሰው የትኛው ከየትኛው መቅደም እንዳለበት ተገንዝቦ ቀደም ተከተሉን ጠብቆ ሂደቱን በትክክል ካልመራ ጉባኤው የትርምስና የሁከት መድረክ ይሆናል።

ስለዚህ የስብሰባ አመራርን ደንብና ሥርዓት በቅጥር እንደሚያስከትል ተረድቶ ከዚያ በፊት በተፈለገው ዕውቀት ራስን አስተካክሎ መገኘት ወሳኝ ነው። ስብሰባው በባህላዊ ወገን ልማድ የሚከናወን ከሆነም ባህላዊውን የስብሰባ አካሄድ ከዐዋቂዎች ማጥናትና ከተሰበሰቡዎች ቅደምረድና ትዝብን ሳያተርፉ በነባሩ የባህላዊ ሥነ ሥርዓት መሠረት ስብሰባን መምራት ይገባል።

በውይይትና በክርክር ጣልቃ የሚነሱ ጉዳዮች

በአንድ ርዕስ ላይ ክርክርና ንግግር በመደረግ ላይ እያለ ማቋረጥ የሚቻለው ስለደንብ በማነሳ ጥያቄ ብቻ ሳይሆን በሌሎች ምክንያቶችም ጭምር ነው።

ለምሳሌ ክርክር ስለማደረግበት ጉዳይ መግለጫ ወይም ማብራሪያ ለመስጠትና ተጨባጭ ማስረጃ ለመጠየቅም ሆነ ለመስጠት አንድ የስብሰባ አባል በንግግር መካከል ሊቀ-መንበሩን አስፈቅዶ መናገር ይችላል። ለማብራሪያና ለመረጃ

ቅድሚያ የሚሰጣቸው በክርክር አጥንቶ ለማቀጥለው ስብሰባ ምርጫ ቀላል የድምፅ ብልጫ ወይንም በውይይት ያለውን ርዕስ ከነውሳኔ ሃሳብ ለውይይት ተብሎ ይጠራል። በሌላ በኩል ግልጽ ለማድረግና በማስረጃ አንዲያቀርበው ይደረጋል። ድምፅ ከቀረቡት ተወዳዳሪዎች መካከል የተደገፈ ውሳኔ ላይ ለመድረስ እኩል ለእኩል በሚመጣበት ጊዜ የመራጮችን 50 በመቶ ድምፅ እንዲያስችል እንዲሁም ለአንዳንድ የሊቀ-መንበሩ ድምፅ ወሳኝ ይሆናል ማግኘት ያለበት መሆኑ ሊነሱ የሚችሉ ጥያቄዎች መልስ ማለትም እርሱ የፈለገው ላይ በመተዳደሪያ ደንብ የተደነገገ ከሆነ ለመስጠት ያስችላል በሚል ግምት ድምፁን ይሰጥና በውሳኔ ሃሳብነት ተመራጩ ግልፅ የድምፅ ብልጫ ነው። በተለይም ማብራሪያ ሃሳቡን እንዲያልፍ ይደረጋል። ሊቀ-መንበሩ ማግኘት ያስልገዋል። ግልፅ የድምፅ ቤቱ በትክክል ጊዜያዊ ሊቀ-መንበር ከሆነ ሁለት ብልጫ ለማከናወን ከፍተኛ ድምፅ አልተረዳልኝም፤ በመሆኑም በተሳሳተ ድምፅ አለው። ይህም በአባልነት የሚያገኙትን ሁለት ተወዳዳሪዎች መንገድ ሃሳብ ተጠቅሶብኛል የሚል አንድ ድምፅ ሲኖረው በሊቀ-መንበሩ ማግኘትም የስብሰባ አባል በመሆኑ መንበርነቱ ወሳኝ ድምፅ አለው። ይሆናል።

የድምፅ አሰጣጥ ሂደት

በስብሰባ ውስጥ ድምፅ የሚሰጥባቸው ሁለት ጉዳዮች አሉ። አንዱ በውሳኔ ሃሳብ ላይ ሲሆን ሌላው ምርጫ ሲካሄድ ነው። የውሳኔ ሃሳብ በንባብ ከተሰማ በኋላ በቅድሚያ ደጋፊዎች ቀጥሎ ተቃዋሚዎች በመጨረሻም ድምፅ ተግቅቦ ያደረጉ በተከታታይ ድምፅ እንዲሰጡ ይደረጋል። የመተዳደሪያ ደንብ ያለው ስብሰባ ከሆነና ስለድምፅ አሰጣጥ አንቀጽ ካለው በደንቡ መሠረት የውሳኔ ሃሳብ ያልፋል ወይም ይወድቃል። በስብሰባው የመተዳደሪያ ደንብ ውስጥ ካልተጠቀሰ የደጋፊዎች ድምፅ ቁጥር ከተቃዋሚዎችና ድምፅ ተግቅቦ ካደረጉት ድምፅ ድምር ከበለጠ የውሳኔ ሃሳብ ውሳኔ ሆኖ ያልፋል። ካነሰ ግን ተፈላጊውን ድጋፍ ስላላገኘ ውድቅ ይሆንና የውኅሳ ሃሳብ እንደገና ለቤቱ ለውይይትና ለክርክር እንዲቀርብ ለሌላ ጊዜ ስብሰባ በአጀንዳነት ይያዛል ወይንም አንድ ኮሚቴ

ሰብሰባ ምርጫ ቀላል የድምፅ ብልጫ ለውይይት ተብሎ ይጠራል። በሌላ በኩል ግልፅ ለማድረግና በማስረጃ አንዲያቀርበው ይደረጋል። ድምፅ ከቀረቡት ተወዳዳሪዎች መካከል የተደገፈ ውሳኔ ላይ ለመድረስ እኩል ለእኩል በሚመጣበት ጊዜ የመራጮችን 50 በመቶ ድምፅ እንዲያስችል እንዲሁም ለአንዳንድ የሊቀ-መንበሩ ድምፅ ወሳኝ ይሆናል ማግኘት ያለበት መሆኑ ሊነሱ የሚችሉ ጥያቄዎች መልስ ማለትም እርሱ የፈለገው ላይ በመተዳደሪያ ደንብ የተደነገገ ከሆነ ለመስጠት ያስችላል በሚል ግምት ድምፁን ይሰጥና በውሳኔ ሃሳብነት ተመራጩ ግልፅ የድምፅ ብልጫ ነው። በተለይም ማብራሪያ ሃሳቡን እንዲያልፍ ይደረጋል። ሊቀ-መንበሩ ማግኘት ያስልገዋል። ግልፅ የድምፅ ቤቱ በትክክል ጊዜያዊ ሊቀ-መንበር ከሆነ ሁለት ብልጫ ለማከናወን ከፍተኛ ድምፅ አልተረዳልኝም፤ በመሆኑም በተሳሳተ ድምፅ አለው። ይህም በአባልነት የሚያገኙትን ሁለት ተወዳዳሪዎች መንገድ ሃሳብ ተጠቅሶብኛል የሚል አንድ ድምፅ ሲኖረው በሊቀ-መንበሩ ማግኘትም የስብሰባ አባል በመሆኑ መንበርነቱ ወሳኝ ድምፅ አለው። ይሆናል።

ሰብሰባ ምርጫ ቀላል የድምፅ ብልጫ ለውይይት ተብሎ ይጠራል። በሌላ በኩል ግልፅ ለማድረግና በማስረጃ አንዲያቀርበው ይደረጋል። ድምፅ ከቀረቡት ተወዳዳሪዎች መካከል የተደገፈ ውሳኔ ላይ ለመድረስ እኩል ለእኩል በሚመጣበት ጊዜ የመራጮችን 50 በመቶ ድምፅ እንዲያስችል እንዲሁም ለአንዳንድ የሊቀ-መንበሩ ድምፅ ወሳኝ ይሆናል ማግኘት ያለበት መሆኑ ሊነሱ የሚችሉ ጥያቄዎች መልስ ማለትም እርሱ የፈለገው ላይ በመተዳደሪያ ደንብ የተደነገገ ከሆነ ለመስጠት ያስችላል በሚል ግምት ድምፁን ይሰጥና በውሳኔ ሃሳብነት ተመራጩ ግልፅ የድምፅ ብልጫ ነው። በተለይም ማብራሪያ ሃሳቡን እንዲያልፍ ይደረጋል። ሊቀ-መንበሩ ማግኘት ያስልገዋል። ግልፅ የድምፅ ቤቱ በትክክል ጊዜያዊ ሊቀ-መንበር ከሆነ ሁለት ብልጫ ለማከናወን ከፍተኛ ድምፅ አልተረዳልኝም፤ በመሆኑም በተሳሳተ ድምፅ አለው። ይህም በአባልነት የሚያገኙትን ሁለት ተወዳዳሪዎች መንገድ ሃሳብ ተጠቅሶብኛል የሚል አንድ ድምፅ ሲኖረው በሊቀ-መንበሩ ማግኘትም የስብሰባ አባል በመሆኑ መንበርነቱ ወሳኝ ድምፅ አለው። ይሆናል።



Edutainment

አጫጭር ገጠመኞች

እዲህም አለ!

ፍቅር ዓይነቱና መጠኑ ብዙ ነው። በሥነ ቃላዊ ግጥም ውስጥ ፍቅርን ፍቅር አለት ስክሙን አሳገሰው፤ ከድንጋይ ይከብዳል ለተሽከመው ሰው መባሉ ትክክል ሣይሆን አይቀርም።

በክርስቲያን ሃይማኖት ቃልን ወደ ሥጋነት ለውጦ በነባሩ ቃል ከዳን መሠረት ከ5500 ዓመታት በኋላ ክርስቶስ እንዲወለድ የእግዚአብሔር ፈቃድ የሆነው በፍቅርና ስለፍቅር ነው። ይህ ዓይነቱን ፍቅር በእንግሊዘኛ "agape" ይሉታል።

ፍቅር በሰዎች ዘንድ በብዙ ዘርፍ ይታወቃል። ይህ ቃል ሲነገር ብዙዎቻችን የምናስታውሰው ምናልባት በተቃራኒ የታወቀ መካከል ሰላላው የፍቅርና የወሰብ ግንኙነት ሊሆን ይችላል - እንደዘመኑ "የሥልጣኔ ደረጃ" ከሆነ እሳብ ይሆን በዚህ ብቻ ተወስኖ ከቆመም እሰደው ነው። ከዚህ ውጪ ሰፊ አድርገው ካልን ደግሞ ገንዘብ ፍቅር በሰዎች መካከል፤ ፍቅር በእንስሳት መካከል፤ ለተፈጥሮና የመሬትንና የሰማይን ልዩ ልዩ ገጽታዎች ጨምሮ በነዚህ ጎሳዎች ላይና ውስጥ ለማገኘት ፍጡራን ሰዎች ያላቸው ፍቅር፤ ሰዎች ለአምላካቸው፤ ለልጆቻቸው፤ ለጓደኞቻቸው፤ ... የሚያሳዩት ፍቅር ከተራው ፍቅር የተለዩ ነው። ሰዎች ይህን ዓይነቱን በፈረንጅኛው "Platonic Love" የሚለኘውን ያልተበረዘና ያልተከለሰ ገንዘብ ፍቅርን በሚያሳዩበት ጊዜ ቃሉ ሲጠራ ወዲያው ከማታዩን ወይም ከማሰማን የየታዎች ቅርርብ ባለፈ ወይም በበለጠ በሰዎችና በተፈጥሮ መካከል ያለው ልዩ ቁርኝት ይታወሰናል። ይህ ነገር በተለይ በአሁኑ ዘመን በስፋት ስለመኖሩ አጠራጣሪ ይመስላል። ክፍና የክፍት ሥራዎች የበዙ ሆነዋልና።

ሰው እንስሳትን ያፈቅራል። እንስሳትም ሰውን ያፈቅራል። በሆዳምነትና በጅብደኝነት የሚታወቁት እንደጅብና አንበሣን የመሳሰሉ እንስሳት እንዲን ልዩ አጋጣሚ ከተፈጠረላቸው በሰው ፍቅር (ብን) የሚሉበት ጊዜ አለ። ዋናው መላመድ ነው። አደጋ እንዳለው ግምት ውስጥ በማስገባትና በመጠንቀቅ ሰዎች አደገኛ አባባትን ጭምር እያላመዱ፤ ከአንበሣና ከነብር ጋርም የሰርከስ ትርዒት እያላዩ መተዳደሪያ የዕለት እንጀራቸውን የሚያገኙ የዓለማችን ዜጎች እንዳሉ ይታወቃል። በዚህ እንግዲህ ሰውና እንስሳት ከተራው የፍቅር ተርጓሚ ባለፈ ልዩ የመተዛዘንና የመዋደድ፤ አንዱ የአንዱን

መጥፋትም ያለመፈለግ ሁኔታ መኖሩን እንረዳለን።

በሀገራችን አንድ አካባቢ እንዲህ ሆነላችሁ። አንድ ቤተሰብ ውስጥ አንዲት በግ አንድ ግልገል ትወልድና ባልተጠበቀ ሁኔታ በወለደች በጥቂት ቀናት ውስጥ ተሞታለች። ግልገልም ገና ሣር መበላት አልጀመረምና ለሞት ሆነ። የቤቱ እመቤት እመጫት ስለነበረች እንደቀልድ ይህን ግልገል ከልጇ ጋር አኩል ማጥባት ትጀምራለች። በዚህ ሁኔታ በግና ሰው ማለትም የሌትዩዎ ልጅ የአንዲት ሴት ጡት እየተጋሩ - እየተሻሙ ጠብተው ያደጋሉ። በግ ይገረምሳል። ለአቅመ መክትነትም ይደርሳል።

አንድ ወቅት የፋሲካ በዓል ይደርስና አባውራ ገበያ ሲንከራተት ቢውል የሚሸጥ በግ ያጣና ባይ እጁን ወደቤቱ ይመሰሳል። ያን በግ እንደልጇ በመቁጠር እቤት እንዳይታረድ በከፍተኛ ደረጃ ስትከለክል የኖረችው ባለቤቱ እንደ አጋጣሚ ወጣ ብላ እቤት አልነበረችም። አጅራ ባል በሌለችበት ያንን በግ ሽክ ያደርግና ቆዳ ገፈፋውን ጨርሶ እቤት ከመግባቱ እናት ከሄደችበት ትመላለሳለች። አንድ ቀላባ ልጅ - ያ የበጎ እኩያ የተባለው ልጅ ሊሆን ይችላል - እየሮጠ ሄዶ ገና እግቡ ከመግባቷ "እማዩ! አባዬ በጎን አረደልሽ!" ስላት ሴትዋ "እ..." ብላ ወደ መሬት ሸርተት ትልና ትዝለፈለፋለች። በአርባ አራቱ ታቦት ብትሰመንም ልትመሰስ አልቻለችም። ቁርጥ መሆኑ ታወቀና በዚያ ቤት ውስጥ ፋሲካው ወደ ጽልመት ተለወጠ። የዚያን ዓመት ፋሲካ መጅም እሁድ ቀን ሣይውል አይቀርምና በማግሥቱ ሰኞ በዕለተ ማዕደት የሌትዩዎ ቀብር ተፈጸመ። ከዚህ ይህውር። ለተፈጥሮም ይሁን ለእንስሳት ወይም ለሰው የሚኖረን ፍቅር ገደብ ካልተበጀለት እንግዲህ እንዲህ ያለ መቅሰፍትም እንዳለ መረዳት ተገቢ ነው። በዚህ አጋጣሚ የሚወዱት ነታቸው ሲሞት ምግብ ባለመበላት እስከ ሳልፈት የሚዳጉ ውሾች እንዳሉ ማስታወስ ተገቢ ነው። እውነተኛ ፍቅር እስከዚህ ያደርሳል።

ሞኝና ወረቀት

በአዲስ አበባ ከተማ ሰገር አካባቢ በሚገኝ አንድ ትምህርት ቤት ከ30 ምናምን ዓመታት በፊት በ8ኛ ጂ ውስጥ የተከለተ ገጠመኝ ነው። ጉዳዩ የኔው ነው።

በዚህ የ8ኛ ጂ ክፍል ውስጥ 63 ተማሪዎች ነበርን። በቅርብ ከገጠር ከተማ

ብመጣም ከሰው ጋር በቆሎ ለመግባባት ብዙ ጊዜ የማይወስድብኝ ስለነበርኩ ከሞላ ጎደል ከሁሉም ተማሪዎች ጋር እግባና የልቡን እጫወት ነበር። በትምህርትም ያን ያህል አብረን እናጠናና እንረዳዳ ነበር። በተለይ እንግሊዘኛ ላይ እጅ አይሰጠም ከሚባሉ ተማሪዎች አመደብ ስለነበር መረዳዳታችን በዋናነት ያን የትምህርት ዓይነት መሠረት ያደረገ ነበር - መቼም "ለራስ ሲቆርሱ..." አይደል እሚባል? አንዳንዴ ለጎረቤቶች ብዙም ባይሆን ጥቂት ጆር መስጠት ያጠድቃልና እንሰስት። እናላችሁ በዚያ የተነሣ ከእንግሊዘኛ መምህራ ጋር ልዩ ቀረቤታና ፍቅር ነበረኝ። አሁንም ቆዳ አዋዳጅ እንዳትሉኝ አይራችሁን እንጂ የራሴ ልዩ ደብተር አዘጋጅጄ ድርሰት እየጻፍኩ መምህራ በግላቸው እያረመና እያስተካከሉ ይረዱኝ ነበር። ተማሪዎችም ይህን ያውቃሉ።

አንዲት የተረገመች ጧት ላይ ግን እንዲህ ሆነ። ጥቂት ጓደኞቹ አሁን ድረስ ሲገባኝ ባልቻለ ሁኔታ ጥቂት ጥቋቁር ፍራዎችን ይሰጡኝና በድንጋይ ፈጭጅ በምራቀ በማራስ ክፍል ውስጥ አንዱ ጥጋት ላይ እንዳስቀምጥ ይነግሩኛል። ሞኝ የነገሩት ነውና እንዳዘዙኝ አድርጎ አስቀመጥኩ። የሚመጡት መምህር ደግሞ የምወዳቸውና በግላቸው ሳይቀር የሚረዱኝ የእንግሊዘኛ መምህራ ነበሩ። የቀን ጥመት አያድርስባችሁ። ካመጣውም "ቀላሉን ያድርግላችሁ" ከማለት ውጪ ምን ይባላል?

በቡው ተማሪ ሣቱን ለማፈን በፍጥነት እያለ አፍንጫውንም ለመሸፈን እየሞከረ ባለበት ወቅት መምህራችን ይገባሉ። እሳቸውም ገና ከበር እንዳለፉ አፍንጫቸውን መነካካትና የፊት ገጽታቸውን ማከፋተር ይይዛሉ። የማስተማሪያ ዕቃዎቻቸውን ጠረጴዛው ላይ እንዳስቀመጡ "አውቃታለሁ፤ ይቺን የምትሸት ነገር አውጡ!" አሉና በ ኃይል ይቆጣሉ። ተፈልጋ ትገኝና በመስኮት ትወረወራለች። "ማን ነው ያስቀመጣት? አውጡ! ይችን ሥራ የሥራውን ካላ ወጣቸ ሁ አላስተምርም።" ይሉና መምህራ ወደፊታነት ተሰውጣው ከአፍታቸው ተስፋፋይ ለውጡ የደረሱ ዐይኖቻቸውን በሁሉም ተማሪዎች ላይ ያጎረጠርባሉ።

ተማሪው ግን ፀጥ ረጭ ይልና በ'አላጋልጥም' አቋሙ ይጻፋል። ከዚያን ጊዜ በፊትም ሆነ በኋላ የተማሪ አድመኝነት ይገርመኛል። ሁሉም (አንገቱን በነራ) ብሎ

How to Cut down ...

Cont'd from page 24

3. Keep a "diary" of your drinking.

To help you reach your goal, keep a "diary" of your drinking. For example, write down every time you have a drink for 1 week. Try to keep your diary for 3 or 4 weeks. This will show you how much you drink and when. You may be surprised. How different is your goal from the amount you drink now? Use the "drinking diary" below to write down when you drink.

Now you know why you want to drink less and you have a goal. There are many ways you can help yourself to cut down. Try these tips:

Watch it at home.

Keep a small amount or no alcohol at home. Don't keep temptations around.

Drink slowly.

When you drink, sip your drink slowly. Take a break of 1 hour between drinks. Drink soda, water, or juice after a drink with alcohol. Do not drink on an empty stomach! Eat food when you are drinking.

Take a break from alcohol.

Pick a day or two

each week when you will not drink at all. Then, try to stop drinking for 1 week. Think about how you feel physically and emotionally on these days. When you succeed and feel better, you may find it easier to cut down for good.

Learn how to say NO.

You do not have to drink when other people drink. You do not have to take a drink that is given to you. Practice ways to say no politely. For example, you can tell people you feel better when you drink less. Stay away from people who give you a hard time about not drinking.

Stay active.

What would you like to do instead of drinking? Use the time and money spent on drinking to do something fun with your family or friends. Go out to eat, see a movie, or play sports or a game.

Get support.

Cutting down on your drinking may be difficult at times. Ask your family and friends for support to help you reach your goal. Talk to your doctor if you are

having trouble cutting down. Get the help you need to reach your goal.

Watch out for temptations.

Watch out for people, places, or times that make you drink, even if you do not want to. Stay away from people who drink a lot or bars where you used to go. Plan ahead of time what you will do to avoid drinking when you are tempted.

Do not drink when you are angry or upset or have a bad day. These are habits you need to break if you want to drink less.

Do not give up!

Most people do not cut down or give up drinking all at once. Just like a diet, it is not easy to change. That is okay. If you do not reach your goal the first time, try again. Remember, get support from people who care about you and want to help. Do not give up!

Source: collegedrinking-change.theculture.com (website)

*The following image is also taken from the internet.



ለጤንነቱ ሲባል በቀን አንድ ብርጭቆ ቢራ ብቻ እንድጠጣ ሃኪሜ



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