

# The Teacher

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

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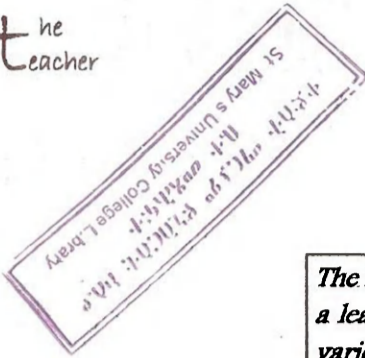


### Quote of this issue

*Education is a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no despotism can enslave. At home a friend, abroad an introduction, in solitude a solace and in society an ornament. It chastens vice, it guides virtue, it gives at once grace and government to genius. Without it, what is man? A splendid slave, a reasoning savage.*

Joseph Addison





*The Faculty of Teacher Education is part and parcel of St. Mary's University College, 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 training and consultancy services on a number of areas that are relevant to educational service providers, government and non-government organizations and other institutions.*

**List of Training areas and Duration**

No	Training Areas	Duration	No	Training Areas	Duration
1	Action Research In Schools	30 hrs	11	English for Secretaries	18 hrs
2	Special Needs Education	27 hrs	12	English for Hotel Personnel	30 hrs
3	Guidance and counseling Techniques	12 hrs	13	Test Construction	12 hrs
4	Training of Trainers (ToT) on Gender issues	30 hrs	14	Report Writing in Amharic	18 hrs
5	Classroom Management	15 hrs	15	Report Writing in English	18 hrs
6	Active Learning Methods	15 hrs	16	Job Interview Skills	10 hrs
7	Material Analysis & Preparation	16 hrs	17	English for Tour Guides	28 hrs
8	Preparation & Utilization of Teaching Aids	12 hrs	18	Amharic for Foreigners	30 hrs
9	Continuous Assessment	6 hrs	19	Effective Utilization of Primary School Science Kit	16 hrs
10	CV and Application Letter Writing	20 hrs	20	Classroom Language (English)	30 hrs

**Editor-in-chief:** Fanta Ayalew  
**Editors:** Habtamu Lemma  
 Abbas Ahmed  
**Layout Designer:** Samson Terefe  
**Secretary:** Selamawit Fekyibelu

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## "The Path to Maintaining Quality"



Dear Readers,

Our heartfelt greetings to every one of you. We wish you a happy and prosperous Ethiopian New Year in which we will all be succeeding in our plans and endeavors.

As usual, the Editorial Team of *The Teacher* has been working hard to replenish the buffet of our bulletin with the necessary stuffs that would satisfy and quench the academic, edutainmental, and infotainmental thirst of our esteemed readers. To this end, we tried to knock on every accessible door to get qualitative inputs so that you would be able to enjoy the New Year with assorted readings from this edition of *The Teacher*. Vol. 4, No. 7.

As long as you have an appetite, we assure you that you will have various pieces of writing that would go with your taste. We have research works, commentaries, reflections, book review, edutainment, short story, and more.

Let's come now to our major theme of this edition of our bulletin. In Amharic, we say, "አሥር ጊዜ ልካ አንድ ጊዜ ቁረጥ" which could roughly be translated as, "Measure ten times, cut once". We use such axioms to substantiate the necessity of rethinking our plan

of actions before we design and implement them. By doing so, we can be able to avoid any unnecessary outcome and keep safe ourselves from bad consequences.

While we were about to finalize organizing the pieces in this edition of 'The Teacher', we heard the news that private institutions would be barred from offering teacher education programs as of this Ethiopian New Year. To be honest, there are problems in the sector; especially in a considerable number of teacher education institutions. The government's concern is equally shared by the public at large and some of the duty-minded private institutions. Have all institutions offered their programs ethically? Have they tried to assure the quality of the teaching learning process through action research? Has there been reflection session for further improvement? The questions could equally apply to public institutions. But, at least, there is one basic difference between the two. The private ones are viewed as business entities.

To change the mindset of the public, private institutions need to work towards making themselves a model in the programs they are offering. Only then can the government reverse its decisions and enable private operators continue to offer

training in teacher education and other programs. To this end, we have got to demonstrate our commitment to quality education in all the programs we are carrying out. This responsibility is the responsibility of all stakeholders in the sector and it should not be left out only to private or government institutions or bodies. In this regard, the public institutions too are off the mark when it comes to meeting quality benchmarks.

Finally, we would like to underline that 'The Teacher' will continue to be on the scene despite the transient hiccups in the sector, and we hope the government will look into the sector rigorously, and weed out those who tarnish the image of the law-abiding institutions.

We once again would like to extend our New Year greetings to you and your beloved ones. Happy New Year!

*"Men are more apt to be mistaken in their generalizations than in their particular observations."*

**Piccolo Machiavelli**

*"The strength of the United States is not the gold at Fort Knox or the weapons of mass destruction that we have, but the sum total of the education and the character of our people." (Claiborne Pell (1918 -))*





## Research

### LEAGUE TABLES AND RANKING SYSTEMS (LTRS) FOR ETHIOPIA?

Wondwosen Tamrat , Asst. Professor, SMUC



The plan by the TVET Agencies of some regions to introduce something similar to league tables and rankings of post-secondary institutions in Ethiopia has been in the air quite for some time. Surprising as this may seem, the tittle-tattle of gossip has still continued and is thought to pervade the thinking of many authorities. Whether expressed in mundane or extreme forms, the ranking business which is increasingly being introduced in many countries is not as such a simple enterprise and deserves some discussion which this article purports to do.

#### Another Fad?

Most people in the education sector may not fathom that league tables will be

introduced in the Ethiopian education system at such a time when it is still young, small in size and has yet a long way to go. As an infant system which usually falls prey to copying from others, one cannot altogether dismiss the possibility that LTRS will be introduced in Ethiopia in the near future. If the initiative is to be taken, however, the question should be: will it be a simple quest for imitation or will it be driven by a successful experience elsewhere?

Needless to say, we can't be upbeat about something that may not necessarily work. Nor can we simply dampen its prospects for fear that it just won't. What are league tables and ranking systems? How did they develop? How are they viewed where they are practiced? What lessons can we draw from experiences elsewhere if LTRS are to be introduced here?

#### The Genesis of LTRS

Although league tables are discussed as major features of the 21<sup>st</sup> Century, and specifically of the last two decades, some argue that the concept has been as old as higher education itself. According to Adams and Baker (2010), the Medieval University itself was no alien to competition; and during the 19<sup>th</sup> century ranking was a common practice as the interest in education and qualification augmented.

McDonagh et al (1998), as cited in Hazelkorn (2007), note that rankings of academic quality have been part of the US academic scene for not less than a century. A simple navigation of the literature would indicate that the popularity of LTRS has specially been on the rise in the last two decades. The precursors to this are the US News and World Report Ranking system which began to appear at a national level in 1981, and the Academic Ranking of World Universities - an international



ranking system which began to come out in 2003. Currently there are no less than 30 ranking systems available at both national and international levels (Salmi and Saroyan 2007).

True, the globalization of higher education has, among other things, led to the proliferation of league tables and ranking systems all over the world. Student mobility, massification of higher education, and the increase in the type of HEIs available has called for a quick knowledge of how universities are performing and how they fare as compared to each other. Hence, the need for LTRS which could serve as measures of institutional effectiveness for all their stakeholders.

LTRS have exhibited themselves in two major forms: international and national rankings. International rankings focus on global listing of the 'best' institutions worldwide. The most popular systems in this category are the Shanghai Jiao Tong University's Academic Ranking of World Universities (ARWU), The

Times Higher Education Supplement's (THES) World University Rankings, and Newsweek's Top 100 Global Universities.

Many countries have also introduced systems of ranking at national and regional levels. Such regions as Asia, North America, and Europe are well known for such initiatives. The exceptions are Middle East, North Africa, Central Asia, and Sub-Saharan Africa, excluding Nigeria (Salmi and Saroyan 2007).

Moreover, there is what is known as sub-institutional ranking conducted among similar departments or programs of HEIs. Such popular publications as *The Economist*, *The Financial Times*, *The Wall Street Journal* and *Business Week* are well known for conducting such rankings (cf. Usher and Savino 2006).

Very lately, certain ranking systems that capitalize on the presence of universities on the Web have been additionally developed. The most common in this regard appear to be the G-factor International University Ranking, Webometrics Ranking of

World Universities and 4 International Colleges and Universities (4icu).

### **The Methodology of Ranking**

Understanding the workings of LTRS requires looking into what criteria they employ in compiling their lists. An exploration of the most common ranking systems clearly indicates the areas of focus they have chosen in setting criteria for evaluation.

The Shanghai Jiao Tong University's ranking system, considers scientific research and Nobel prizes as the most important criteria for ranking the top 500 universities in the world. It disregards such vital elements as teaching, community building or internationalization (Thakur 2007).

The THES World University Rankings which commenced publication in 2004 ranks the top 200 universities in the world based on opinion surveys about institutional reputations gathered from peers and graduate recruiters. Citations per faculty, faculty-student ratio, international faculty, and international students are also



considered as important criteria. The Newsweek ranking which started to come out in 2006 is regarded as a combination of the SJTU rankings and the THES ranking plus additional ranking of library holdings (Ibid).

The ranking used by ARWU assigns a variety of weights to different areas. Accordingly, total number of the alumni of an institution winning Nobel Prizes and Fields Medals is given 10%; total number of the staff of an institution winning Nobel Prizes and Fields Medals 20%; number of highly cited researchers in 21 broad subject categories 20%; number of articles published in *Nature and Science* 20%; number of articles cited in Science Citation Index-Expand (SCIE), Social Science Citation Index (SSCI) and Arts and Humanities Citation Index 20%; research performance per head of academic staff 10%.

The THES World University Rankings which has been initiated partly to solve the deficiency noted in ARWU has not as such addressed the gap as its allocation of weights exhibits. This ranking system

assigns 40 percent to peer review compiled from thousands of academics who judge the reputation of the top universities; 10 percent to employers' view; 20 percent to citations per faculty member derived from the ISI databases; 20 percent to faculty-to-student ratio; 5 percent to percentage of international students; 5 percent to percentage of international students; and 5 percent to percentage of international staff.

Such a system, which heavily relies on the opinions of peer reviewers and employers has, among other things, been criticized for 'qualifying the common ignorance of the people being surveyed' (Usher and Savino 2006) and for 'rewarding more the marketing division of a higher education institution than its researchers' (Marginson and Van der Wende 2007).

The question of who undertakes the ranking is also very important. Internationally it has been the practice of newspapers and magazines, commercial agencies, and non-profit research centres, independent organizations, universities or

professional associations, to prepare and publish league tables, using information from a variety of sources. Very lately government and accreditation agencies have joined this group in producing their own ranking systems.

Although not widely practiced, in countries where the accreditation scheme is in place, the ranking of institutions has been done by putting them into three or four categories (e.g. Argentina) or conducting a full-scale ranking of the institutions under review as in Nigeria (Salmi and Saroyan 2007). It is, however, not easy or in some cases quite uncommon for quality assurance agencies (QAA) to produce league tables as this would easily endanger the diverse system of higher education in a given country. The QAA guideline of UK notes the following:

*Universities and Colleges offer a wide variety of programmes and courses to meet the needs of many different types of students. There are no centrally controlled course curricula, so it is difficult to compare the achievements of different institutions.*



*This is why QAA's external reviews assess each University/College or subject/discipline against its own aims and objectives (QAA 2005 :).*

### **Impact of LTRS**

Despite a plethora of misgivings and criticisms against them, LTRS are currently exercising a significant zone of influence on such stakeholders as students, institutions, staff, government and others.

### **Impact on Students, Staff, and Employers**

Many agree that ranking systems are the basis for students' institutional choice. Research has shown that such groups of students as international students, Asian-Americans, students from high-income groups specially make their choice of universities on the basis of the rankings they access. Roberts and Thompson (2007), as cited in Hazelkorn (2008), report that 92% of international students in the UK considered league tables important/very important to inform their choice. In Hazelkorn's study (2008), 70% of the respondents stated

that the primary purpose of LTRS was comparative information' offered to students.

Similarly, LTRS influence the recruitment of students after graduation as employers usually seek to know where the people they recruit attended their education (Cf Thakur 2007). Ehrenberg (2004), as cited in Hazelkorn (2008), argues, "Attendance at the most select universities and colleges is seen to confer extra economic advantages to students, in the form of higher early career earnings". In a study made in the UK, 25% of graduate recruiters were found to use LTRS as major sources of information about quality and standards (Hazelkorn 2008).

Relatedly, staff's decision in selecting a higher education institution as an employer of choice and that of institutions' capacity to attract staff is also affected by the rank of the particular institute (Cf. Roberts and Thompson 2007).

### **Impact on Government and Partners**

Rankings influence governments and partner

institutions in a variety of ways. Such issues as government funding, and national image are to some extent driven by league tables and rankings.

There is now increasing evidence that governments are using LTRS as policy instruments to speed up reform of higher education and the creation of elite higher education institutions (Hazelkorn 2008). For instance, such exercises as the Research Assessment Exercise (RAE) in the UK and the Performance Based Research Fund (PBRF) in New-Zealand have been introduced to promote and reward excellence in research (Thakur 2007). Despite its loathe to ranking systems, the Chinese government has identified 100 universities to provide increased funding in a bid to create a network of world-class universities (Ibid).

As noted by Hazelkorn (2008: 207), "ministers and policy directors refer to their institutions world class' excellence as a statement of national pride and attractive



selling-point to encourage inward investment”

It was thus no wonder when the Malaysian government had to establish a Royal Commission of Inquiry to investigate why the rankings of the University of Malaya fell within a year (Salmi and Saroyan 2007 as cited in Hazelkorn 2008). Surprisingly, the inquiry disclosed that the University of Malaya, the oldest and one of the top universities in Malaysia, dropped 80 places in the THES Ranking not because its quality declined but due to definitional changes in the ranking systems.

This unfortunately happened after the uproar led to the replacement of the Vice-Chancellor (Thakur 2007). It should also be noted that poor rankings can also incentivize governments to spend more on poorly ranked HEI (Hazelkorn 2008).

In such countries as Mongolia and Qatar, scholarships are decided depending on students being admitted to a highly ranked university (Salmi & Saroyan 2007). Such agencies as donors and foundations also provide similar chances with

the use of rankings that will help them decide where their chosen students should go (Ibid).

#### **Impact on Institutional Behavior**

Much more than anything else, rankings positively or perversely affect the behavior of institutions. Though not widely admitted by HEIs themselves, LTRS usually instigate a change in institutional behavior. As argued by Adams and Baker (2010), one of the most insidious effects of rankings on institutions has been “the change in behavior, even strategy, to perform well against arbitrary ranking criteria”. As shown in a survey conducted by the European commission, 980 universities in Europe proposed, in their mission statements, to achieve a high level of international excellence in research (Boulton 2010:6).

Sometimes the urge to chase the rankings leads institutions to focus on how to improve their rank by employing every possible strategy one might think of. Such changes of behavior exhibit themselves in various ways:

*Presidents anxiously cut back programs, reorient their university's mission, swell application numbers to tighten student selectivity, and seek mergers with higher-ranking institutions—conversely those higher up jealously guard their hard-won reputations and shy away from collaborating with anyone but their peers (The OECD Observer).*

#### **Criticisms against LTRS**

There are a variety of justifiable criticisms that can be labeled against the use of LTRS.

#### **Methodological Flaws: Counting what is measured or measuring what counts?**

There are a variety of flaws identified with the use of existing ranking systems chief among which is the methodological flaw.

#### **The identification of the ‘right’ proxies for measuring quality**

Whether it is due to the lack of available cross national comparative data or other reasons, the quality constructs LTRS employ for comparing HEIs are in many instances considered to be too limited



(Usher and Savino 2006).

Different LTRS use different indicators that capture, in their views, the element of quality they wish to measure. In many international ranking systems studied by Buela-Casal et al (2006), measures regarding 'quality of research' are the most common and receive the highest weights. In terms of overall emphasis, the Chinese ranking systems are considered to place more emphasis on research indicators; the British League tables focus more on measure of staff and staff quality; and the American systems give more weight to learning output (Usher and Savino 2006).

Such differences could be attributed to the difference in the way quality is viewed, and the national standards or practices that guide how data is gathered (Usher and Savino 2006). In some ways this must be 'why an institution's ranking is perceived as a function of what the ranking body chooses to measure rather than a description of its quality.

**The Aggregation Methodology: Combining apples and oranges?**

The aggregation of different weights to arrive at a single figure that determines the rank of an institution has been another subject of criticism made against LTRS (Usher and Savino 2006; Boulton 2010; Marginson 2007). This process of changing the works of many people in diverse settings into a single number is considered by some as demeaning (Usher and Savino 2006). For others it is just like trying to combine apples and oranges, as a critic has aptly noted.

**The focus on particular type of institutions and the Anglo-American dominance**

Despite the presence of more than 17,000 universities around the world, the rankings of the foregoing systems have concentrated on identifying the few top hundred institutions deemed to be 'the best'.

Due to the type of criteria chosen, many ranking systems seem to focus on a single model institution which is the comprehensive research-intensive university to the

exclusion of many other types of HEIs (Boulton 2010; Marginson and van derWende 2007; Roberts and Thompson 2007; Usher and Savino 2006). This puts the ranking systems into becoming deficient systems that are not capable of capturing the reality of a much diversified higher education system which characterizes the 21<sup>st</sup> century.

A related criticism labeled against is LTRS favor those institutions which are already on the top. Top rankings consistently assumed by such universities as Harvard, Stanford, Yale, Berkeley, MIT in the US, and Oxford and Cambridge in the UK should be a point of concern for many universities.

Overall, the understanding is that the criteria developed to measure rankings are deeply flawed mirroring the superficial characteristics of elite universities. Carey (2006:1) notes, "Instead of focusing on the fundamental issues of how well colleges and universities educate their students and how well they prepare them to be successful after college, rankings are almost entirely a



function of three factors: fame, wealth and exclusivity”

### **The imposition of a “one-size-fits-all” approach**

Due to a single mechanism of comparing all HEIs, LTRS have been criticized for imposing a ‘one-size-fits-all’ approach (Usher and Savino 2006 Salmi and Saroyan 2007). This shortcoming is the result of the deficient practice in LTRS which doesn’t go “beyond looking at institutions that are similar in name (University with university, community college with community college) and making sure that they are also similar in mission, organization and program focus” (Salmi and Saroyan 2007).

### **The Commercial Element in LTRS**

LTRS attract a lot of attention from different corners to the extent of conjuring the image of being an end in themselves rather than proxy measures of quality. To begin with, the press which has been the major publisher of LTRS has been accused of using LTRS as a gimmick to boost sales (Salmi and Saroyan 2007).

One cannot help but agree with those who argue that if it had not been for the commercial purpose, it would have been difficult to engage on such a huge task (Usher and Savino 2006; Marginson 2006). Institutions and governments, on the other hand, are observed using LTRS as a popular shorthand way of enhancing their own popularity. LTRS are used as a marketing strategy by many institutions (Buela-Casal et al 2006) and this holds the major risk of turning the exercise as the goal itself instead of serving as a measure of progress towards quality (Salmi and Saroyan 2007). Understandably, institutions with top rankings “believe they are or will be, and are perceived to be, better rewarded with more funding and prestige and all the accoutrements that follow” (Hazelkorn 2007:08).

### **Bias on Student and Institutional Types**

Bias on student and institutional types they consider for ranking is the other criticism raised against LTRS. As a matter of tradition, the focus has been on full-time students excluding those who

attend their education on part-time and/or distance basis. Similarly, such colleges as community colleges and vocational institutions are rarely considered in such listings indicating the bias towards top-tier, research-oriented institutions.

### **All Doom and Gloom?**

There are considerable reservations towards LTRS, albeit their presence continues to influence the higher education landscape. The Asia Week was forced to terminate its publication of rankings of universities in Asia and Pacific region after many universities refused to participate in its 1999 survey. In 2004, two New Zealand Universities that found themselves poorly ranked as compared to their Australian and British competitors, successfully sued their government to stop the publication of the ranking (Cf. Salmi and Saroyan).

There was also a move in 2007 by many presidents of US institutions not to participate in the US News and World Report Survey of reputation rankings. It is to be noted that it is usually not the principle that is in question but rather the



1. To improve teachers and teaching (H.A over street)
2. To achieve an absolute life security (Janson)
3. To widen the dimension of knowledge (L.W. Adams)
4. To develop critical thinking (W. Baotha)

Knowles (1980) has given four basic assumptions of teaching adults. According to him, for a mature adult to change himself/herself from a self-centered and lonely person to a person who can train and lead himself/herself through the process of adult education, the following principles are necessary:

1. The principles that develop the interest of learning
2. The principles that reflect rules of teaching
3. The principles that devalue the content and process of learning
4. The principles that reflect the advantages of evaluation

To these can be added the difference of adults from children especially regarding their perception or understanding of what they

learn. Wald (op cit) discusses the ways in which the adult feels differently about what he/she learns as follows

A. No 'correct' answer. Answers to problems are not always to be presented to an adult in such a way that uncertainty is totally removed unlike for children where classroom problems often have 'correct' answers

B. "Correctness" associated with traditions or religion. The adult considers answers as correct in terms of tradition or cultural habits or religion or an institution. In this case the adult is strongly bound by these stereotypes, he/she has a hard time to modify them than a child

C. Expectations of the "student" and the "teacher" may be different. The adult comes to the classroom with views different from those held by the teacher which may result in conflict or tension. If not perceived by the teacher as undesirable, this tension can be the basis for effective learning by both

## 1. Educational Principles Related to Physical Character

- 1.1 Since adults adequately learn when they have normal physical development and condition, first it is necessary to make sure that they are free from any distress and mental illness.
- 1.2 In connection with this, adults' senses of hearing, seeing, smelling etc... must be normal. But if they have any impairment, it is necessary to shape the teaching and learning process so as to compensate their impairments
- 1.3 The sense of hearing and seeing gradually weaken in adults above 40 years of age. So for adults of this age group, it is necessary to shape the teaching method and technologies that fit their needs.
- 1.4 Adults can not tolerate tension and distress in the teaching-learning process and it is important to give education that suits their age and interest for the effectiveness of the process.



**2. Principles that Develop Learning Interest**

2.1 The initiatives to learn emerge from internal needs and educational activities that have been given must stimulate the norms, culture, interest and sense of the adult .

2.2 To realize needs and drives of the adult it is necessary to initiate his/her internal motives so that he/she can learn based on his/her interest and experiences .

2.3 After appropriate initiation and motives are developed in the adult, by developing educational objectives that go in line with the interest goal of the adult learner, by conducting efficient teaching-learning process, it is possible to lead him/her towards planning for effective educational plan and strategy and this invites also for its applicability .

2.4 Effectiveness and satisfaction develops as well as strengthen the interest of the adult for more efficient teaching-learning need and process

2.5 An adult educator with

high understanding and experience initiates the interest of the adult for more learning endeavor and strive .

2.6 Adults have the ability to tell the kind of subject they are interested in but they do not want to speak it out. So, in order to free those from such habits and to involve them in shaping the curriculum, adult educators need to highly initiate them.

**3. Principles Reflecting Learning Rules and Theories**

Learning rules and theories are independent and their principles also reflect this. For the sake of simplicity, let's first have a brief look at the following principles of learning rules. Barton (1963:17) expresses that learning principles are based on the following rules

3.1 The rules of learning interest arise from activities and conditions that stimulate the sense of an adult to learn any experience and understand for his/her integrated development .

3.2 The rules of learning are developed by the help of activities and processes of experiences. This rule enables the adult to develop his/her experience and knowledge by associating a given subject with his/her previous experiences

**4. Principles Reflecting the Process, Content and Goals of Teaching and Learning**

There are certain principles concerning the goals of learning.

As the principles of self-understanding describe an adult in addition to using their natural senses of hearing, seeing, speaking etc. for being effective speaker, reader, writer etc they must struggle and strive for physical and professional efficiency.

The principles of social life objectives describe that an adult in his/her daily activities and experiences must develop respect for people, friendship, cooperatives, politeness, and love for home and family

Socio-economic principles equipping the adult with the knowledge that develop his/her practical skill and productive ability



In addition to this, the adult must possess the following characteristics which develop his/her social life:

- social regulations and practicality
- social perception and understanding
- social justice and honesty
- abide by and respect for law, etc

#### **5. Principles of Developing Attitude and Interest**

Basically, attitudes and interests emerge from need and drive, and they can not be neglected. Especially, regarding the development of interest, Barton (1963:10) forwards the following ideas.

First of all the adult educator must show his/her love, inclination and devotion of the subject for the adult learner.

The adult learner must be an active participant in the education given by associating it with his/her life.

The knowledge the learner develops must be always and every time, based on his/ her

interest and related to his/her life and supported by modern teaching methods.

The adult educator should be interested in participating, leading, motivating and encouraging learners, instead of simply being autocratic.

In general, the teaching-learning process must be democratic based on friendship, love, and peace.

#### **6. Principles Developing Knowledge and Capability**

Capability related skills can be divided into two. The first is the one which develops intellectual capacity of an individual. It goes from general to specific or from specific to general by providing reasonable justifications so as to develop and widen the understanding of the adult. The second is practical related skill training educational process.

To develop knowledge, the following principles are reckoned:

6.1 Analyzing and evaluating special situation

6.2 Initiating the adult learner to develop his/ her understanding by observation.

6.3 Providing relevant measurements through which the adult learner could evaluate himself/ herself while the adult educator provides necessary correction, suggestion, and support in his/ her daily teaching-learning process.

6.4 Activities which are difficult for decision-making and which are not related to principles are not helpful for the understanding of the learner. They must be discarded from the beginning

#### **7. Principles to be Recognized Concerning Understanding**

7.1 Identifying and analyzing the problem

7.2 Preparing alternative solution



7.3. Collecting appropriate data for justifying the solutions.

7.4. Analysis of data to reach conclusion and evaluation.

7.5 Lastly, justifying and checking the data to reach effective conclusion and finding.

On the other hand, regarding practical and skill development, the following principles are applicable.

1. Initiating and participating adult learners in practical skill starting from their experience and practice.
2. Preparing adult learners for the activity by providing appropriate guidance and observation.
3. At the end, by providing the necessary follow-up evaluating and confirming the adult learner's preparedness for the learning of the skill.

#### 8. Teaching Principles which Develop Current Issues

At the beginning the following criteria must be provided for evaluating and selecting the current issues

which require that the issues be:

- Current (new)
- Relevant and interesting
- Continuous and satisfying
- Socially accepted.

And it also includes permanence and effectiveness. To develop issues, five principles must be practiced:

- 8.1. Explaining the issues thoroughly and understanding it very well.
- 8.2. Separating and analyzing the issue in detail.
- 8.3. Examining alternative solution presented by adult learners.
- 8.4. Recording best data in their order.
- 8.5. Organizing the collected data so that it will lead to a lasting solution.

#### 9. Principles Reflecting the Importance of Evaluation

In the true sense, the adult must be evaluated based on his/ her own interest. Based on this assumption, we try to see only the basic principals of evaluation.

The detail of evaluation content, process and activities

are seen in the adult education handbook. Here, the focus is only on the principles.

Basically, report is an instrument by which an evaluation is made about what the adult has learned.

#### Needs – Related to Adult Education

As elaborated by David (1962), the functions of adult education fulfils in relation to the social and individual needs in society. Starting from the social needs, this classification includes the following:

- a. Basic Education needs
- b. Technical-vocational Training needs
- c. Socio – Economic Education needs
- d. Ideological – political education needs
- e. Needs for improving the quality of life

Darkenwald and Merriam (1982) indicated that it is possible to categorize and describe the content of adult education in terms of functions or purposes that connect to adult life roles such as worker, citizen, use of leisure time, parent & spouse.



The 1975 survey of courses taken by a national sample of adult education participants in the U.S.A. indicates, for instance, that the content of courses taken comprises five major areas.

1. General Education, which includes:
  - Adult Basic Education
  - Citizenship Training
2. Occupational Training, which includes:
  - Technical & vocational Training
  - Managerial Training
  - Professional Training
3. Community issues, which include:
  - Civic & Public Affairs
  - Religion
  - Safety
4. Personal /family living, which include:
  - Home and family life
  - Personal improvement
5. Social life and Relation, which include:-
  - Hobbies and handicrafts
  - Sports and Recreation

**Some of the Strategies of MoE (Ministry of Education) to Implement Adult Education**

The MoE has used a variety of strategies towards implementing its policies of adult education. These include the following:

1. The phrase, "Adult Education" to be replaced by "Integrated Functional Adult literacy".
2. An adult education policy has been designed.
3. Involving other parallel organizations like the Ministries of Health and Agriculture to facilitate the implementation of policies.
4. Preparing a new organizational structure
5. Designing a curriculum
6. Select and train facilitators
7. Establish adult literacy stations in the appropriate areas of each village.
8. Providing the necessary resources for implementing adult literacy.
9. Involving 36 million adults in the program.
10. Designing an action plan for effective implementation
11. Monitoring and

following up all the activities of each hierarchies.

(Source: Workshop held on Integrated Functional Adult Literacy, from 12/11/2002 E.C – 16/11/2002/ G.C)

**Minimum Learning Competency of the Adult**

After the completion of Integrated Functional Adult Literacy program the adults will be able to:

- Do their tasks in a better way
- Change their living condition
- Calculate their income and expense
- Record & file their documents
- Exchange different information with their colleagues & relatives by writing letters
- Keep their environment & themselves clean.
- Apply the scientific methods of family planning
- Decorate their surroundings with different species of flowering plants
- Conserve and look after forests & green plants.
- Avoid erosion



## Teaching Tips

### Classroom Management

Melaku Girma, Dean, Faculty of Teacher Education SIMUC



When teachers talk about the most difficult problems they experience in their teaching, they mention classroom management and discipline most often. Stating the important ideas and skills associated with classroom management is the aim of this paper. The first part of the paper focuses on the conceptual framework. The second part focuses on some research studies from the

classroom management literature. In the third part discussions are presented on specific and concrete procedures teachers can use as they prepare for effective classroom management. Finally, practical suggestions to our classroom teachers are presented.

#### I. Perspective and Rationale

According Arends (1994), there are many conceptual frameworks for understanding classroom management.

However, the following few ideas can provide some perspective and provide a focus for the preventive management approach.

First, *classroom management and instruction are interrelated*. Classroom management is not an end in itself; it is merely one part of a teacher's overall leadership role. In this regard, classroom management can not be separated from the other executive functions of teaching.



- Reduce the causes of drought
- Increase the quality & quantity of their production
- Apply scientific method of plowing

Look after all infrastructures constructed by the government

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Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well.

*Aristotle*



For example, when teachers prepare their lesson plan carefully, they are doing much to ensure good classroom management. When teachers plan ways to allocate time to various learning activities or consider how space should be used in the classroom, they are again making important decisions that will affect classroom management.

Second, *it is impossible to totally separate the managerial and instructional functions of teaching.* Each strategy a teacher chooses to use has its own social system and its own task demands that influence the behaviors of both teachers and learners. The institutional tasks associated with giving lecture, for example, call for behaviors on the part of students that are different from those needed for tasks associated with learning a new skill.

Finally, *classroom management is possibly the most important challenge facing beginning teachers,* since their reputation among colleagues, school authorities, and even students will be strongly influenced by their ability to perform the managerial

functions to teaching, particularly creating an orderly learning environment and dealing with student behavior.

## II. Research Studies

Generally speaking, the research on maintaining order in the classroom has been guided by at least three major orientations: *focus on the individual, classroom ecology and group processes,* and *effective teaching.*

### Focus on the Individual

Clinical and counseling psychologists and behavioral psychologists, such as Dreikurs (1968), Grey (1968), Glasser (1969) and Canter and Canter (1976), focus on the individual student and seek to understand the causes of behavioral problems and recommend specific interventions and discipline procedures for teachers to use. Their practice has focused on such psychological causes as insecurity, need for attention, anxiety, and lack of self-discipline, as well as sociological causes such as parent overprotection, bad peer relationships, or disadvantaged backgrounds.

Recommendations to teachers normally emphasize ways to help individual students through counseling or behavior modifications and show less concern for managing the classroom group.

### Classroom Ecology and Group Processes

The work of such researchers as Barker (1968), Doyle (1979), Gump (1967), and Kounin (1970) described several ideas that help explain classroom life from an ecological perspective. The ecological perspective addresses directly the problem of classroom control and group management procedures. Classroom management researchers in this tradition study the way student cooperation and involvement is achieved so that important learning activities can be accomplished. The major function of the teacher from this point of view is to plan and orchestrate well-conceived group activities that flow smoothly. Misbehavior of students is conceived as action that disrupts this activity flow.



Examples of disruptions might include students talking when silence is desired, students not working on a seatwork assignment the teacher has given, or students getting out of their seats at inappropriate time. Teacher interventions in regard to student misbehavior, as will be stated later, should be quick, many times minor, and aimed at keeping the flow of learning activities and tasks on the right track.

### Effective Teaching Research

Researchers working with an effective teaching orientation emphasize the importance of student engagement with academic activities and tasks. They do this because, strong relationships have been found between student engagement and student achievement. Arends (1994) describes that starting in the 1970s, a group of researchers at the University of Texas began to find that the classroom management practices of some teachers were markedly different from those of others. By watching and studying the effective teachers closely, they were able to make certain recommendations for effective classroom management. Specifically, when they

compared the best group of classroom managers to the poor group, they found that

- i. More effective classroom managers had procedures that governed student talk, participation, movement, turning in work, and what to do during downtimes.
- ii. Laboratory activities in the effective managers classrooms ran smoothly and efficiently. Instructions were clear and student misbehavior was handled quickly.
- iii. Effective managers had very clear work requirements for students and monitored student progress carefully.
- iv. Effective managers gave clear presentations and explanations and their directions about note taking were explicit.

### III. Preparing for Effective Classroom Management

To ensure effective classroom management three major topics need to be addressed. These are: *preventive classroom management, managing inappropriate and disruptive behavior, and exhibiting*

*confidence and exerting influence.*

### Preventive Classroom Management

Many of the problems associated with student misbehavior are dealt with by effective teachers through preventive approaches. The major procedures are:

#### Establishing Rules and Procedures

In classrooms, as with most other settings where groups of people interact, a large percentage of potential problems and disruptions can be prevented by planning rules and procedures beforehand. Rules are statements that specify the things students are expected to do and not do. Normally, rules are written down, are made clear to students, and are kept minimal.

#### Teaching Rules and Procedures

Rules and procedures are of little value unless participants learn and accept them. This requires active teaching.

#### Preventing Deviant Behavior with Smoothness and Momentum

Preventive classroom management involves pacing instructional events and



maintaining appropriate momentum. The research by Doyle and Carter (1984) describes how students can delay academic tasks, and Kounin's research (1970) points out the importance of keeping lessons going in a smooth fashion. Kounin also describes how teachers sometimes do things themselves that interfere with the flow of activities. For example, sometimes a teacher might start an activity and then leave it in midair. Another example, an activity is started and then stopped while another is begun and then the original gets started again. These kinds of practices interfere with the smoothness of classroom activities, cause confusion on the part of some students, and most importantly, present opportunities for non-involved students to misbehave. Teachers also do things that slow down the momentum of the lesson.

#### Orchestrating Classroom Activities during Unstable Periods

Another dimension of preventive classroom management involves planning or orchestrating

student behavior during unstable periods of the school day-periods of time when order is most difficult to achieve and maintain.

**Opening Class.** The beginning of class is an unstable time. Effective classroom managers plan and execute procedures that help get things started quickly and surely.

**Transitions.** It is during transition periods (moving from whole group to small groups, changing from listening to seatwork, getting needed materials to do an assignment, getting ready to get to recess) that many disruptions occur. Prior planning and the use of wing devices are two techniques that can help ease this problem.

**Closing Class.** The closing of class, is also an unstable time in most cases. Effective teachers anticipate the potential management problems associated with closing classes by incorporating procedures into their classroom organizational patterns.

#### Developing Student Accountability

The final dimension of preventive classroom management involves the procedures effective teachers should develop to hold students accountable for their academic work and for their classroom behavior. Everston and Emmer (1982) have identified six areas that teachers should attend to for developing student accountability. These are: *clarity of work assignments, communicating assignments, monitoring student work, checking work, giving feedback to students, and clarity of instructions*

#### **Managing Inappropriate and Disruptive Behavior**

Proactive planning and skilled orchestration of classroom activities can prevent many of the management problems faced by teachers, but not all. Managing disruptive behavior calls for a special set of understandings and also a special repertoire of skills.

#### The Causes of Misbehavior

Because teachers observe disruptive behavior in classrooms for many years in



their teaching life, most can readily list the major causes of student misbehavior among which the following are some:

- i. Students find school work boring and irrelevant and try to escape it;
- ii. Students' out-of-school lives (family or community) produce psychological and emotional problems that they play out in school.
- iii. Students are imprisoned within schools that have authoritarian dispositions, which causes them to rebel; and
- iv. Student rebelliousness and attention seeking are a part of the growing-up process.

#### **Dealing with Misbehavior**

The general approach recommended for teachers to dealing with disruptive behavior is not to search zealously for causes but, instead, to focus on the misbehavior itself and to find ways to change it at least during class sessions are being conducted. This approach emphasizes the importance of

teachers accurately spotting misbehavior and making quick and precise intervention.

**Being with it and Overlapping.** You can all remember a teacher from your own school days that seemed to have "eyes in the back of his /her head." Kounin (1970) calls this skill **with-itness**. Teachers who are with it spot deviant behavior on the spot and are almost always accurate in identifying the student who is responsible. Teachers who lack this skill normally do not spot misbehavior early and they often make mistakes when assigning blame.

**Overlappingness** is a second skill teachers use to spot and deal with deviant behavior. Overlapping means being able to spot a student acting inappropriately and inconspicuously deal with it so the lesson is not interrupted. Moving close to an offender is one overlapping tactic. Putting a hand on the shoulder of a student who is talking to his neighbor while continuing with instruction, is another.

#### **Responding Quickly to Desist**

**Incidences:** In classrooms, just as in any social setting, there are some participants who commit deviant acts. Those charged with the responsibility of enforcing rules and procedures may or may not choose to respond to each occurrence of deviancy. There are times, however, when those in charge will choose to respond to deviant behaviors. Kounin call this a **desist incident**, meaning an incident serious enough so that, if not dealt with, it will lead to further and widening management problems. The way that desist incidents are identified and dealt with is the business of classroom management.

#### **Exhibiting Confidence and Exerting Influence**

To be effective in classroom management, a teacher can not rely totally on rules, procedures and techniques. There is also a leadership dimension to classroom management that is closely connected to a teacher's interpersonal style and perhaps even to his or her inner strength.

#### **Confidence**

A high correlation between teacher confidence and effective



classroom management is also observed according to studies (Arends, 1994). Some common characteristics of confident people include:-

*Voice:* Confident people speak with sufficient volume to be heard and express their ideas and wishes with conviction

*Posture:* Confident people stand straight, walk forcefully, and look people in the eye.

*Conviction:* Confident people believe in themselves, their ideas, and their decisions.

*Dress:* Confident people use dress to draw attention to them.

### **Interpersonal Influence**

In many ways the job of the teacher is one of exerting interpersonal influence over student. Such influence should be used only to achieve positive academic and social goals and never for purposes of personal domination.

### **Using Rewards**

A rather well-established principle in psychology is that when certain behaviors

are reinforced, they tend to be repeated; conversely, behaviors that are not reinforced tend to decrease or disappear. This principle holds true for classrooms and provides teachers with one means for managing student behaviors.

**Praise:** The reinforcement most readily available to the classroom teacher is praise. However, there are important guidelines for the effective use of praise. For example, general praise, such as "great job, oh, that's wonderful" or "excellent" is not very effective. Nor is insincere praise apt to have the desired effect.

### **Rewards and Privileges:**

Teachers can also encourage desirable behaviors through granting rewards and privileges to students. Reward teachers have at their disposal included:

1. Points given for certain kinds of work behavior that can enhance students' grade.
2. Symbols such as gold stars, happy faces, or certificate of accomplishments.
3. Special honor rolls for

academic work and social conduct.

Privileges that are at the command of most teachers to bestow include:

1. Serving as a class leader or helper who takes notes to the office, collects or passes out papers, grades papers, runs the movie projector, and the like
2. Extra time for recess
3. Special time to work on a special individual project
4. Being excused from some required work
5. Free reading time

### **Coercive Punishment and Penalties**

Rewards and privileges are used to reinforce and strengthen desirable behaviors. Punishments and penalty are used to discourage infractions of important rules and procedures. Socially acceptable punishment and penalties available to teachers are, in fact, rather limited and include:

1. Taking points away for misbehavior which, in turn, affects students' grades
2. Making the student stay in from recess or stay after



- school in detention
3. Removal of privileges
  4. Expulsion from class or sending a student to a counselor or administrator

### Assertive Discipline

Arends (1994) reports that some classroom management and discipline programs have been built around the central concepts of the teacher acting in confident and assertive ways towards student misbehavior and administering predetermined penalties for infractions of classroom rules. Called assertive discipline, this program maintains that teachers can gain control of their classrooms by insisting on appropriate student behavior and by responding assertively to student infractions. Teachers trained in assertive discipline start by developing a set of classroom and school rules deemed necessary for smooth learning to occur. Consequences for disobedience are also clearly specified in advance. Students and their parents are then given clear explanations of these rules and the consequences for infractions

are explained. The program stresses the importance of teachers' following through their rules, being consistent with administering consequences, and expecting support from parents.

### Working towards Self-Management

The final classroom management approaches described in this small discussion go beyond planning and orchestrating classroom activities or dealing with specific disruptive acts. These approaches are aimed at helping students take responsibility to their own behavior and helping them work toward self-management.

### Logical Consequences

Dreikurs (1968) reports how to identify the type of student misbehavior and administer logical consequences for this misbehavior. Logical consequences are punishments related directly to the misbehavior rather than the more general penalties such as detention or reprimands used in many classroom instances. Making a student repaint the bathroom wall he had spoilt is

a classic example of logical consequence.

### Classroom Meeting

Glasser (1986) believes that school structures need to be modified. He proposes a classroom meeting, a regular 30-minute nonacademic period in which teachers and students discuss and find cooperative solutions to personal and behavioral problems and where students learn how to take responsibility for their own behavior and their personal and social development.

### IV. Practical Suggestions for Our Classroom Teachers

Classroom management is an activity of managing the lesson content, the methods of teaching, the time, the instructional materials, space, and students' behavior and their social relationship. Good classroom management requires:

- planning and providing pleasant and supportive environment
- creating interests and desire to learn and achieve



- avoiding disturbance and promoting effective learning
- monitoring and maintaining the discipline of students.

Classroom management aims at:

- promoting an environment (physical and emotional) to be conducive for effective teaching-learning process;
- guaranteeing class time to be devoted for learning effectively;
- securing the support and co-operation of students in classroom activities;
- ensuring the active and meaningful engagement of students in the learning task at hand.

### **Managing Students' Behavior and Their Social Relationships**

Although classroom management is seen as "set of activities" by which the teacher establishes and maintains those classroom conditions that facilitate effective and efficient instruction", it can be described as "an act of a

teacher taken as preventive or curative to minimize or to put an end to any classroom misbehavior." It is true that classroom misbehavior is "any act of a student that violates the established or implied rules or any act that disrupt the normal teaching learning process." The causes of students' classroom misbehaviors could be:

**Teacher-related causes:** - these problems are related to one or many of the following factors: poor teaching, failure to set the right task, and failure to enforce rules.

**Student-related causes:** these are problems such as: antipathy to school or disinterest in learning, lack of interest in a particular subject, dislike of teachers or hostility towards a teacher, attention seeking-students who are denied attention actually will be encouraged to misbehave further to attract more attention, and ignorance of the classroom rules - if students don't know "do's" and "don'ts" they are likely to show inappropriate behavior.

**School Environment Related Causes:** - the facilities, class size, conflicting rules of the school and the home, etc are causes for misbehavior.

**Home-environment Related Causes:** These include: unsettled or disruptive home environment, unpleasant peer relations, emotional upset; etc.

**Classroom misbehaviors can be classified as:**

**Minor Misbehaviors of a Passing Kind:** These are problems that are limited to mostly a single student and are likely to pass soon. E.g. Inattentiveness, mischiefvousness, etc.

**Repeated Minor Misbehaviors:** These are problems, which don't spread to and don't distract other students in the class. Example, daydreaming, attention seeking, not meeting work requirements, failure to show interests, etc.

**Persistent and Serious Problems:** These are major offences that affect the whole class. Examples, over-noisiness, physical aggression, insulting, disobedience, whispering, giggling, anti-social behaviors, etc.



**Maintaining Classroom Discipline**

There are two categories of techniques identified as *preventive and curative*.

**Preventive techniques:** are measures taken in the class any disciplinary problem is manifested in the classroom. These are applied on the basis of the principle, "prevention is better than cure". The techniques that come under this category include: disciplining, provision of freedom, sharing responsibilities, provision of incentives, establishing and maintaining good interpersonal relations, making use of effective /good teaching, co-operative rule making and explaining procedure.

**Curative /Remedial Techniques:** are measures taken on the spot or just after the incident happened in class to put an end to the misbehavior. Some techniques that come under this category include ignoring, eye contact, touch and signal, humor, separating misbehaving children, out of sight technique, restructuring, appeal, teacher's analysis and open discussion

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"The secret in education lies in respecting the student."

*Ralph Waldo Emerson*



## FINANCING HIGHER EDUCATION IN ETHIOPIA: A GLIMPSE OF CURRENT PATTERNS, FUTURE DIRECTIONS AND POLICY OPTIONS

Wondwosen Tamrat, Asst. Professor , SMUC

The growing expansion and diversification of higher education across the globe is considered as one of the major features of the 21<sup>st</sup> century-engulfing the higher education landscape of developing and developed countries alike. In Africa, between the years 2000 and 2006 alone, more than 3 million additional students enrolled in HEIs raising the total number of students from 6 million to 9 million. It is estimated that the number will reach between 18 million and 20 million by 2015 (World Bank 2010).

Although the above trend is welcomed as a remarkable development that has brought substantial change in various spheres, it has nonetheless continued to face a serious challenge. One accompanying challenge of the increasing social demand for higher education is the state's inability to meet the financial demands that come with expansion.

In Ethiopia higher education

has assumed a significant importance over the last decade and a half. This has been noted specially since 2000-a period which is, among other things, identified with a significant increase in the number of students being enrolled, in the share of the higher education budget, and in the number of public universities and private institutions being established. This should not come as a surprise in a country where higher education is perceived as a key tool for poverty reduction and economic development.

With the government's commitment to the further expansion of higher education in the years to come, one would be tempted to ask how a country like Ethiopia would be able to afford and/or sustain the financing of this sector. The answer to this question requires an investigation into the existing pattern of higher education financing, its future direction and an exploration

of some possible alternatives in order to come up with workable strategies that would further enrich the existing system. This brief article aims to do this.

### Public Expenditure on Higher Education

Like any other country, the issue of financing higher education in Ethiopia is regarded as a critical component of the desired success in the sector. The World Bank notes that if Ethiopia seeks to meet its major challenges of expansion while maintaining quality and that of introducing major reforms in the sector, the financing strategy it adopts holds the key to success: "If the bold vision contained in the new Higher Education Proclamation is to have any chance of success, the solution to this double challenge will have to be found in the financing strategy that underpins and supports these reforms" (2003: viii).



Over the years, the total budget allotted for education and specifically of higher education in Ethiopia has augmented. In 1991 the educational expenditure constituted 2.4 percent of the country's GDP, and 9.4 percent of total government expenditure. In 2002-2005 the figure rose to 6.1 percent of GDP and 17.5 percent of total government expenditure (UNDP 2007). Currently, more than 20 percent of the education budget is allotted to higher education.

**Table 1: Public Expenditure on Higher Education in Ethiopia**

Year	EDUCATION SHARE As % of national budget	TOTAL EDUCATION BUDGET IN BIRR	HIGHER EDUCATION AS % OF EDUCATION BUDGET	HIGHER EDUCATION SHARE IN BIRR
2005/06 (1998 E.C.)	17.82	5,990,600,000.00	25.3	336,172,830.00
2006/07 (1999 E.C.)	24.6	7,632,100,000.00	22.7	310,247,960.00
2007/08 (2000 E.C.)	22.8	9,372,900,000.00	25.6	411,092,100.00
2008/09 (2001 E.C.)	23.6	11,340,700,000.00	22.6	480,538,130.00

Source: MOE Abstracts for the years 2005/06-2008/09(compiled by the writer)

The percentage of budget allotted to higher education is higher than the world average for low income and developing countries. The fact that it has been possible to maintain this is also a healthy trend that has contributed a lot to the growth of the sector.

**Table 2: Share of Public Current Expenditure Allotted to HE in Africa (2000-2004)**

Region	Low income countries	Developing Countries
Africa, including	20.7	20.8
Francophone Countries	21.2	21.2
Anglophone Countries	18.2	17.9
Other Countries	-	25.9
Outside Africa	16.5	18.7
Combined Average	19.7	19.7

Source: World Bank (2008:13)

Expectedly, in countries where universal primary education is attained or nearly so, the trade off among the various sectors of education would allow the budget for the higher education sector to grow. Ethiopia is regarded as an exception due to the fact that despite yet not attaining universal primary education, it allocates a significant portion of its education budget to higher education. This allocation is still expected to rise in the years to come as evidenced in the draft document of the Education Sector Development Plan (ESDP) IV.



**Public Expenditure per Student**

The financing of the HE sector could also be gleaned from the expenditure allocated

to individual students. In terms of expenditure per student, Africa has been identified as a continent that has shown continuous decline over the last fifteen years.

Africa's average annual expenditure per student stands at USD 2000 the respective average for non-African developing countries (World Bank 2010).

**Table 3: Expenditure per student in Higher Education**

Region	Early 1990s	Around 2003
Africa	2,900.00	2,000.00
Low income	1,800.00	1,330.00
Other	2,800.00	3,200.00
OECD	9,700.00	11,500.00
Non-African developing countries	460.00	875.00
World	2,550.00	4,600.00

World Bank (2010:21)

In Ethiopia, the public expenditure per student calculated by MOE (2006) is Birr 6.646.00 (USD 485). This figure is very low as compared to countries with similar level of development. With the devaluation of the Ethiopian birr, the amount is still expected to go down. The fact that this figure has continuously declined over the years is also a worrying trend. Amidst such austerity, the choice for institutions is either to struggle to meet increasing demands with the limited budget they have or to be victims of the deterioration of quality that

comes with the lack of budget. As evidenced in the 2007-2009 quality audit reports of HERQA, Ethiopian institutions are currently suffering from both.

One possible explanation for the decline of expenditure per student in Ethiopia should be the strain the system is experiencing as a result of the ever-increasing expansion which has not been followed by a corresponding rate of increase in educational budget. Although the overall budget for higher education has shown a constant increase over the years, it has

not kept pace with the increase in the number of higher education students.

The overall global trend in terms of expenditure on higher education is that the growth of public resources will not go in tandem with the growth of the student population. According to the World Bank (2010), higher education students in Africa have increased 3 times in the last 15 years while public resources allotted to the sector have only doubled.



By the year 2015, the level of expenditure expected could be 75 percent higher than the volume of public resources that may be mobilized (Ibid).

The implication of such a huge growth for funding is clear. For many countries in Africa, the current enrollment growth rate will not be financially sustainable (World Bank 2008), and there will be a significant financing gap that has to be met through the introduction of a variety of strategies and mechanisms (World Bank 2010). The actual financial implication is such that countries will have to seek international financing equivalent to 150 percent of national funds if they are to respond to quantitative development while ensuring a level of quality considered 'favorable' or at least 'acceptable'- implying an estimated 60 percent of dependence on external assistance (Ibid).

The situation in Ethiopia does not look any different. Considering the current rate of expansion, Ethiopia will be one of the countries with the highest number of

students in the continent by 2015. According to the World Bank (2003), Ethiopia's effort of meeting Education for All (EFA) goals and expansion at the various levels of education will not be financially sustainable in the near term-even with substantial financial support from donor agencies. This entails the introduction of a plethora of strategies that help transfer some of the cost from the government to the society. Such schemes should principally focus on diversifying the resource base and utilizing available resources efficiently. Below we'll look at some of the strategies that can be considered.

#### **Resource Diversification Schemes**

Among the various resource diversification schemes employed by many countries the most common appear to be heightening household contributions, introducing cost-sharing, income generation by universities and international aid.

Transferring the increasing financial burden from the state to the private sector is

considered as a viable strategy funding higher education.. The share of private contribution in higher education financing shows an expanding trend in Africa accounting for one-quarter of national expenditure (World Bank 2010). In Cote d'Ivoire, where the private sector share of 30 percent was secured within a decade, the higher education system's accommodation capacity increased at a reduced cost to the government (World Bank 2008).

In addition to favorable legal frameworks and incentives, government can promote the growth of the private sector through such schemes as student loans, scholarships and tuition fees. As reported by the World Bank (2010: 149-150), in Burundi government grants scholarships to 25 percent of students attending private institutions. Botswana has adopted a similar policy since 2007.

In Kenya and Tanzania, students in private institutions are eligible for student loans. In Mozambique, the provincial scholarship fund provides support to students in both public and



Private HEIs. The Mozambique government also uses its quality enhancement and innovation fund to finance both private and public HEIs. (Ibid)

Income generation is another, source of revenue for HEIs. Such schemes as contract research, consultancy services, lease of university assets, teaching for fee-paying students, etc are major sources of generating income.

The overall rate of income African higher education institutions generate is about 30 percent of their income ranging from less than 5 percent in Madagascar and Zimbabwe to 56 percent in Uganda and 75 percent in Guinea-Bissau (World Bank 2010).

Donor support is also considered as one source of revenue for the public system in less developed countries. The share of international aid provided in support of the higher education sector in Africa is considered to be low. Currently, the figure stands at USD 600 million per annum and constitutes one-quarter of all international aid to the

education sector in Sub-Saharan Africa (Ibid).

#### **Efficient Utilization of Resource**

Although the above strategies could be regarded as resource diversification schemes, efficiency gain through proper utilization of resources also has a serious impact on financing. The internal efficiency required of HEIs can be materialized through such considerations as having the right student/faculty and student/staff ratio, reducing student repetition and drop-out rates, out-sourcing non-academic services, introducing distance education etc. Although the major focus in internal efficiency is reducing unit costs, it also assumes that administrative costs incurred should not dominate over resources for academic activities and research which are considered as the guarantors of quality.

#### **CURRENT REALITIES IN ETHIOPIA**

##### **Household Contribution for Higher Education**

In Ethiopia a significant number of students foot their higher education bill in full. The number of students who

are enrolled in fee-paying programs of public institutions is significant. In 2007/08, out of the total 221,668 students enrolled in public institutions, 127,033 ( 57 %) were enrolled in regular programs leaving 43 percent of the students in the category of fee paying programs identified as evening, summer and distance (MOE 2007/08). This is significant by any standard.

Moreover, the non-government sector also enrolled 48,802 students (18% ) for the same year. Although the private sector holds a big potential in developing the higher education sector, the stunted growth over the last three years is a worrying trend. This sector has also been recently barred from offering training in distance mode and in such areas as Law and Teacher Education. This will reduce the existing household contribution to higher education in Ethiopia putting more pressure again on the government.

##### **Cost-Sharing**

In Ethiopia higher education has far too long been totally free of charge. Neither tuition fees nor fees on services such as food and lodging provided were



charged. The sustainability of such a system in light of the expansion planned, the benefit that higher education accrues to the individual and the question of equity necessitated a reform on such a regressive financing system. Accordingly, government started, with the assistance of the World Bank, exploring the introduction of a cost-sharing system in the public higher education sector as early as 1990. The scheme was introduced in October 2003/04 academic year. The recovery of payments from this scheme has started as of 2006/07. As reported by the World Bank (2010), the yearly collections totaled Birr 516,039 in 2006/07 ; Birr 1, 240,115 in 2007/08; and Birr 2,420,310 in 2008/09.

As elsewhere there's a significant doubt on Ethiopia's capacity to collect the differed payments from graduates (Chapman 1999); however, the potential for cost-sharing to supplement on government revenue is not disputed. Cost-sharing is expected to comprise as much as 20 percent of the total cost of running the higher education sector by 2020 (World Bank 2003).

### Recurrent Budget and its Composition

The composition of the recurrent budgets of Ethiopian public universities indicates that 40 percent is spent on salaries; 20 percent on student welfare expenditures as food, housing and medical services; 10 percent on educational materials and the rest on such expenses as services, maintenance and grants (World Bank 2003). In addition to being the source of both financial and administrative strains for public universities, the existing pattern of expenditure requires an adjustment in favor of those activities directly related to the teaching learning process.

### Student-Teacher Ratio

As noted by the World Bank (2008) the average student ratio for public HEI of African countries is supposed to be 23:1. The Ethiopian ratio has shown a constant increase over the years. It was 1:8 in 1992; 1:12 in 2003 (World Bank 2003), and now has gone up to 1:25 (MoE 2008/09). This is basically the result of the expansion and needs to be monitored more closely so that it does

not go beyond an acceptable range.

### Income generation by HEIs

Ethiopian public institutions heavily rely on public financing whereas their private counterparts fully generate their own income from students. As noted by Belay (2005), the income generation activities of most of the public institutions are limited to education services (in the form of evening, short-term, summer and distance education); consultancy; farm income; rent income; and sale of services (e.g. Hospital, pharmacy, workshop, printing, catering). Overall, the internal income they generate does not exceed 10 percent of their total recurrent budget. The effect of such resources in terms of supplementing expenditure per student and improving quality is widely recognized.

### POLICY OPTIONS

If the current trends continue apace, the growing enrollment rate planned in Ethiopia will not be met through an exclusive reliance on government funding. The major mechanisms to be employed in setting a



direction on financing the higher education sector should thus focus on designing comprehensive mechanisms of resource mobilization, allocation and utilization. It is essential that policy directions in Ethiopian higher education financing should consider the following:

#### **The Need for Performance-based Budget Allocations**

The traditional historical budgeting which institutions adopted too long has not been effective in the creation of highly responsive HEIs. This has led to the introduction of performance-based budget allocation in many countries. The Ethiopian Higher Education Proclamation (2009) considers this as essential and dictates that our HEI would be required to apply it as of September 2010. As a good move in the right direction, this has to be strengthened and its applicability should be sought as urgently as possible.

#### **Strategic Management of Student Flow**

One cannot naively assume that the expansion of the higher education sector per se results in positive gains unless

there's a strategic management scheme attached to it. If not managed properly, the increasing student flow could lead to undesired results in terms of creating a learned community with no employment and/or under employment. This is even common in developing countries like Nigeria where graduate unemployment extends to 22 percent. In Francophone Africa the unemployment rate extends upto 25% and the over-qualification to 30% (World Bank 2008).

Although there has been a scheme in Ethiopia since 2008 to change the program mix of HEIs on the basis of a 70:30 annual intake ratio in favour of science and technology over social science and humanities, a lot remains to be done.

Such schemes as the availability of a national labor observatory that gauges supply and demand in this direction was suggested for Ethiopia as an indispensable instrument as early as 2003 (Cf World bank 2003), but has not been effected yet. The same is true of individual

institutions which do not as a matter of practice trace the destination of their graduates and gauge what the market requires.

#### **Strengthening Cost-Sharing as a Funding Strategy**

Cost-sharing is now incorporated as a funding strategy in many countries to meet the continuing demand from an expanding tertiary system. Ethiopia has been wise in introducing such a system despite its political sensitivity. Though difficult to see its benefits in the short term, this scheme will in the future have a significant implication in revenue generation and widening access to higher education. For this to happen, however, improvement in the direction of proper cost estimation, strengthening the tax collection system, addressing problems of default, awareness creation, dedicating extra revenue generated through the system to higher education purpose are in order (Teshome 2005).

#### **Public-Private Partnerships**

The provision of accommodation and food in Ethiopian HEIs will continue to be a burden on the government



for some time to come. With a fledgling private sector, it may be argued that government has no choice but to continue to do the same. However, experiences elsewhere show that with a substantial encouragement and support from the government (through such mechanisms as non fiscal incentives of providing land, soft loans, etc and tax incentives), there is the possibility of enticing the private sector to invest in the line of business. The general investment provisions that are designed to encourage investors in Ethiopia should thus be modified to attract investors in this area. This should not, however, preclude the government from playing the role of a facilitator and regulator.

Currently, Ethiopian HEIs generate a limited share of their income. The policy direction stipulated in the Ethiopian Higher Education Proclamations (2003, 2009) calls for the establishment of an Income Fund at public HEIs. However, a lot is yet to be desired from the HEIs themselves whose rate of income generation will have to improve in order to supplement the financial austerity they may face in the future. It is also imperative that our HEIs ensure the

efficient use of meager government resources at their disposal.

### Promoting the Private Higher Education Sector

The private higher education sector in Ethiopia accommodates around 17 percent of HE students. Although there was a plan to upgrade the enrollment level to 40 percent a few years back, the current direction is not indicative of such a trend. Unless the private sector is treated as a major part of the higher education landscape rather than an appendix to the existing system (Cf. Wondwosen 2008), its potential to assist higher education provision will be seriously curtailed.

As a country that has chosen to further expand its HE sector, Ethiopia has no option but to broaden its financial base and augment the efficiency of its HEIs. In addition to strengthening the political will that is critical to the success of diversified strategies that need to be harnessed, institutional efforts should be directed at improving internal efficiencies and generating income if the ambitious plans of the higher education sector are to be realized.

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## The Role of HEIs in Knowledge Transfer

Yasin Omer, ENALA, Customers' Relations Officer and Research Senior Expert



### Introduction

Knowledge transfer (KT) is the process that puts knowledge in action. In the academic context, KT covers the process of transferring knowledge, research, skills, experiences and ideas within universities, and from universities to the greater community of users (the business sectors and the wider community). The purpose of KT is increasing economic returns from this investment and achieving cultural, educational and social benefits for society (HMSO, 2003).

In view of the above, this article tries to explore what knowledge transfer (KT) is; what the major activities of KT from an academic perspectives are, what the major KT process impediments are and how can KT occur.

### What is Knowledge Transfer (KT)?

According to Formica, Varblane and Mets (2008), the concept KT is defined as a process that puts knowledge in action. It

relies upon the action and flow by which largely tacit knowledge, not technology per se, is transmitted among people: from one unit (the source: a single person, group or organization) to another (the recipient), with all kinds of feedback loops, the process is, in fact, complex and non-linear with a large number of interactions, not simply a matter of knowledge that passes down a production line linking academic researches upstream and their business counterparts downstream.

From their illustration, it is possible to discern that KT is concerned with the subsequent absorption through which the recipient is affected by the experience of the source. How to transform knowledge that exists in a given unit into another is more difficult than a communication problem that information technology (IT) tools can fully accomplish.

Stanford (2005) on his part states that KT is an evolutionary process of communicative interaction. It involves human action to construct and transform a mental content, and then human interaction ('action of social relating') for an effective sharing of knowledge, ideas and experiences – whereby mental tools akin to knowledge resource maps that 'show who has what knowledge and what sources are used

should be designed.'

As per Wiig (2005), KT is a process which gives attention to innovation not only in the sense of significant identifiable technological advances, but also from the perspectives of the discovery process and its imaginative exploitation. effectiveness of the knowledge value chain, which allows for unrecognized means and ends to be discovered.

Hence, KT is about the effectiveness of the knowledge value chain, which allows for unrecognized means and ends to be discovered.

To put it in a nut shell, KT can be illustrated as a participative engagement in the conversation between knowledge seekers and knowledge users. Conversations are the sense-making conduits through which knowledge flows (Kilpi, 2005). This is where learning dynamics and learning value can be optimized. From this perspective, an effective KT process directs its attention to a 'conscious conversation' (Yin and Lin, 2002) as the central activity that involves the deployment of a wide range of soft skills. These soft skills encompass: values, motivations, attitudes and emotions, namely:



- \* Skill in self-awareness (recognizing your own strengths and weaknesses),
- \* Skill in self-regulation (keeping emotions under control),
- \* Skill in motivation (having optimism and personal drive),
- \* Skill in reading emotions and motivation of other people (empathy), and
- \* Ability to build and manage relationships (negotiation skills).

## 2. What are the Major Activities of KT from the Perspective of Academics?

According to Natural Environment Research Council (NERC in URL, 2005), trends in higher education shows that there are five major KT activities.

2.1 Creation of new knowledge through research is often collaborative in nature. This mainly constitutes knowledge produced by the scientific community which includes knowledge presented in scientific papers, pieces of scientific knowledge not yet formalized in a scientific paper and that type of tacit knowledge concerned with the methodology used in scientific processes and experiments.

2.2 Exchange of knowledge through teaching, training, research or industrial partnerships involving faculty members and students.

2.3 Application of knowledge to social and political issues of the day through participation in

advisory boards, government consultations, advice to interest group, public commentary and other forms of community services.

2.4 Codification of knowledge through written articles, conference presentations or patent application.

2.5 Commercialization of knowledge through the development, exploitation and marketing of products for the domestic and international markets.

Considering the prevailing situation and past experiences of St. Mary's University College, to see just an example in regard to our point of discussion here, the University – College is playing a pivotal role with respect to the enhancement of KT. As an illustration, one can cite the National Annual Conferences SMUC is hosting yearly, the eighth of which is to be held in September 2010. Moreover, we can observe its assorted publications one of which is this bulletin that is serving as a forum for an exchange of views and ideas along with research studies

## 3. What are the Major Impediments of KT Processes?

Collected experiences from research efforts show that KT processes are, in general, affected to a considerable degree by a number of impediments. According to Volkova and Schmit, (2005), factors that hinder the desired course of KT processes include:

- ✓ Inability to bring together

the right competencies,

- ✓ Inability to detect those competencies that are highly intuitive rather than consciously perceived,
- ✓ Internal conflicts stemming from 'professional territoriality' in a given area of expertise.
- ✓ Generational gaps,
- ✓ Inappropriate identification of the key holders of a specific knowledge or content,
- ✓ Problems with sharing beliefs, assumptions, heuristics and cultural norms,
- ✓ Lack of or not well – defined motivations and incentives aiming for significantly greater interaction among the parties involved in the transfer process, and
- ✓ Inadequate mentoring or guided experiences.

HEIs in Ethiopia (SMUC being one), should be ready to play a leading role to minimize, if possible, and gradually abolish the aforestated KT impediments.

## 4. What are the Routes through which KT Occurs?

KT can occur by various routes. Processes of integration, collaboration, communication of knowledge are associated either with the softer side of the transfer process, such as sponsored students, contract and collaborative research, or with the harder side of it, such as intellectual property, licensing and spin – off companies (Corti and Bianca, 2004).



#### 4.1 Knowledge Integration Process

With the advent of globalization, most countries are no longer in the age of information. Economies are shifting from information to knowledge integration economies. Hence, the view that the economy is poised to bounce forward has to be built on its knowledge bases. This requires an integrated approach to respond to the new economic and social needs (OECD, 2002).

Knowledge integration process can be examined from two angles:

A. One perspective looks at the interdependency between academic institutions and small and medium sized enterprises (in Ethiopia's context it is between micro and small sized ones), taking into account the number of research partnership between the former and the latter embedded in its environment.

B. The second perspective reveals two basic types of relationship for knowledge transfer:

##### Type 1 - Transfer of inputs ('supply push').

A type of relationship that concerns contract research, consultancy and other university out-reach initiatives to business, such as transfer of research, skills, management strategies and knowledge capital in general. This relationship emphasizes the supply input (of a 'knowledge package'), lending relatively little weight to the interaction with the end users.

The crucial consequence of a linear approach to KT is that organizational and behavioral characteristics of local business enterprises, as well as their capacity to absorb the input transferred are neglected.

**Type 2 - knowledge transfer designed in a demand-led way ('demand pull').** This is a coupling type of relationship that holds two properties: one property makes the relationship dependent on the needs of business and, therefore, its primary objective is that of fitting the cognitive characteristics of the recipient actors (Garavielli, Gorgoglione, and Albino Part 1, 2001).

A second property is that the relationship is driven by the interplay between the supplier and the receiver of knowledge. The better the interchange, the higher the value of KT, and the more intense and interactive process that by trial and error produces new knowledge at every stage (Ibid).

It has been found that knowledge transfer, designed in a demand-led way and capable of fostering ties with knowledge providers outside the region, is to a significant degree important in those regions or countries with a low density of knowledge services (which reflect an inadequate knowledge base) and where local firms and learners whose very limited capacity of absorbing new knowledge fields requires a language of communication that reflects the learners preferred ways of being instructed about that new

knowledge (Kamitis, 2005; Powell, 1987; Todtling and Tripl, 2004).

In these (badly in need of knowledge) regions, a critical role could be played by a relationship promoter who would be responsible for gathering subject-specific knowledge that backs local firms; thus, improving the effectiveness of the knowledge exchange (Gissing, 2005).

Relationship management would contribute to raising the meager demand for the knowledge and skills available at university sites, redirecting a share of university research to be driven by small and medium sized enterprises (in our case micro and small sized ones). Ethiopian higher education institutions, such as SMUC should benchmark this invaluable trend and play a leading role to the advancement of demand-driven knowledge transfer towards micro and small sized enterprises.

#### 4.2 Knowledge Collaboration

Knowledge collaboration describes an open process of value creation in which contributing members make every effort to capture all the relevant pieces of knowledge across functions, businesses, and even across nations. Different tools are used to create meaningful venues for collaboration. Namely:

4.2.1 Traineeships/Internships

4.2.2 Continuing Professional development



#### 4.2.1. Traineeships/ Internships

In the case of traineeships/ internships, KT occurs by means of interaction between the knowledge provider ('teacher'/'instructor'/'lecturer') and the recipient individual ('learner'/'student'/'pupil'). The training process enables the learner to use, in a well defined context, the knowledge transferred by the source. (Garavelli, Gorgogline and Albino).

#### 4.2.2 Continuing Professional Development (CPD)

Continuing professional development (CPD) is one important form of KT, which an increasing number of universities are providing to business employees. Through CPD, businesses can raise the skill levels of their workforce and learn about the latest ideas, while universities gain access to latest development in professional practice (HMSO, 2003).

#### 4.3 Collaborative Research

The collaborative research form of KT aims at promoting a context where academic researchers work alongside company employees for the purpose of creating, developing and testing a prototype based on their reciprocal ideas, and which could be the platform for the development of a new product or service possibly leading to a new venture creation that is focused on appreciation fields far from the original application of the knowledge transferred.

In a collaboratory research

focused on specific company problems and scientific research is carried out through the information between academic trained corporate researchers and university researchers willing to put their scientific results to practical use.

By providing access to the use of collaborative infrastructure to groups of talented students or post-graduate students who can benefit from the knowledge exchange among the participants spending more time working alongside academic researchers and company employees on shared problems and projects, new business formation becomes more likely to happen. (Ibid).

Ethiopian higher education institutions, such as SMUC should put collaborative research on their top agenda and serve as the platform for the development of a new product and/or service. In doing so, they back-up the realization of sustainable development.

#### 4.4 Knowledge Communication

Tacit knowledge is not transferrable without communication between individuals. In order to share knowledge, trust and understanding are important factors. Each participant in the transfer process needs to develop autonomous critical capabilities and practices for the purpose of making an effective use of the knowledge transferred.

The extent to which knowledge

communication is built on the principle of participation, by being evocative and not only informative, is a sign of how powerful it could be in shifting the current emphasis on information in favor of imaginative ideas to be converted into sound commercial ventures (Ibid).

#### 4.5 Knowledge Commercialization

The conversion of knowledge creation into economic knowledge that can constitute a business opportunity is the aim of an increasing number of academic institutions, which serves as: one-stop and incubation of research-based start-up centers.

##### 4.5.1 One – Stop Centers

In this respect, there are universities that have set-up one-stop centers to guide faculty inventions and scientific research through the commercialization process. These centers are focused on:

- How to assess the commercial application of the results of a research project, UK universities, for instance, have established scientific enterprise centers whose aims are 'to foster the commercialization of research and new ideas,



to stimulate scientific entrepreneurialism; to incorporate the teaching of enterprise into the science and engineering curricula, to act as centers of excellence for the transfer and exploitation of scientific knowledge and expertise (European Commission, 2004).

#### 4.5.2 Incubation of Research-based Start-ups

KT involves new business launches or identification of new business opportunities within the existing organizations (Amidon, Formica and Mercier, 2005).

Universities and other higher education institutions that put in motion processes of knowledge transfer are often also interested in embarking upon a process of incubation ventures through which knowledge-based opportunities flow across conventional intellectual and business borders. In doing so, they support ventures that originate from scientific research.

The incubation process, in general, is embedded in a physical and organizational infrastructure called an 'incubator', which measures the

success of higher education not only in the number of graduates but also in a faculty – students promoted real business start-ups (Diegelmann, 2005).

### CONCLUSION

This paper examined what KT is, what the major activities of KT are from an academic perspectives, what the major impediments of KT Processes are and when the routes KT occur.

In conclusion, it is relevant to cite that the Ethiopian Higher Education Institutions, such as SMUC, should endeavor to serve as major avenues for knowledge transfer (KT) and innovate the existing channels for the purpose of pursuing a process of knowledge interchange conducive to higher productivity and sustainable development.

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## Confusing Words ...

Continued from page 55

**Horde** - **Hordes** of athletes running for marathon made our crossing difficult.

**Hoarse** - After the stabbing accident, Tilahun's voice was slightly **hoarse**. (rough)

**Horse** - **Horses** are eaten in some countries of the world.

**Human** - All **human** beings must love each other for the prevalence of peace in the world.

**Humane** - We've to be **humane** to those who suffer in one way or the other. (compassionate)

**Impetus** - The moral support from my friends was a vital **impetus** in my success.

**Impetuous** - He is so **impetuous**, he never thinks of the repercussions of what he does. (wishful)

**Inn, in** - I will stay **in** the **inn** until you come back. ( in the restaurant)

**Innumerate** - My little brother is totally **innumerate**, he doesn't even add 2 and 2 without the help of a calculator.

**Enumerate** - Can you **enumerate** all the benefits you get from your company? ( count)

**Inland** - Some seabirds often come **inland** in search of food.

**Island** - Many Far East countries are made up several **islands**.

**Jest** - *Many a true word is spoken in jest.* [a saying] ( joke)

**Just** - We have to have **just** cause to complain about people.(fair)

**Jog** - We need to **jog** a while in mornings to keep ourselves fit.

**Jug** - A **jug** of milk used to cost some 20 cents in the good old days.

**Keen** - His **keen** interest in his history subject indicates that he may become good historian.

**Kin** - Who is your next of **kin** around to contact in case of emergency?

**Lair** - The police caught the thieves while apportioning their loot in their **lair**. (hiding place)

**Liar** - He told us that his friend is big **liar**.

**Late** - I know the **late** general when I was there. ( the deceased)

**Let** - The police **let** us know how our house was looted by the gangs.

**Lax** - The ad hoc committee was **lax** in investigating the fraud. ( lenient)

**Lux** - The SI unit for the measurement of illumination (light) is **lux**.

**Latter** - The **latter** years in the age of a person are usually filled with reminiscent.

**Later** - I will come **later** if you stay there until noon.

**Letter** - She is writing a **letter** to her friend in Amharic using the English **letters**.

**Litter** - There are some **litters** in the bin.

**Leak** - This barrel **leaks**, please get it repaired if possible.

**Leek** - This **leek** has turned out to be out of use. ( a kind of onion)

**Lick** - The cat is **licking** its milk from the potsherd.

**Lead** - The **lead** of this pencil is nearly finished.

**Lid** - The **lid** of this clay dish is broken.

**Leeds** - When are you going to **Leeds**, James? ( a city in Yorkshire, northern England)

**Lean** - I normally don't care for **lean** meat, I rather care for fat meat.

**Lien** - I don't think you'll secure the **lien** to sell the property of your debtor.( the right of claiming to sell or keep debtor's property as guaranty)

**Leave** - At what time will you **leave** to London?

**Leaf** - As the plane was delayed, I stayed in the waiting room **leafing** through magazines.

- Some trees shed their **leaves** in one or the other season.

**Live** - The event will be transmitted **live** on TV and radio.[ read as 'laiv' ]

- Where does your sister **live**?[ read as 'liv' ]

**Least** - There is **least** probability of his presence at the inaugural ceremony.

**List** - Your name is not included on the **list**.

**Lest** - We must stay out of sight **lest** we be discovered.

**Lose** - You will **lose** your head if you keep on worrying like this.

**Loose** - Her hair hangs **loose** about her shoulder.

\* \* \*

**Lie** (lies, lying, lay, lain) - The town **lay** in ruins within three days.

- Where does the blame **lie**?

- There are many houses that have **lain** empty in the town.

- We spent the weekend lying on the beach near our home.

**Lie** (lies, lied, lied, lying) - Lying is one of the sins according to the Christian Bible.

- Why would I **lie** you? I have never **lied** to any one.

- I understand you have lied to me now.

**Lay** (lays, laying, laid, laid) - Who is going to **lay** the table today?

- He **laid** aside his book on the table and went to answer the phone call.

- The **lay** people are not allowed to perform a Mass. ( not priest)

- The victims of the massacre were **laid** to rest yesterday.

- This hen has unusually **laid** two eggs at a time.

☺☺☺

"Speak properly, and in as few words as you can, but always plainly; for the end of speech is not ostentation, but to be understood."

**William Penn**

English religious leader (1644 - 1718)



# Reflection

## Some Concerns in the Teaching of Language

By: Habtamu Lemma, Lecturer, SMUC



### Introduction

Two weeks after I started teaching grade twelve students as a novice English teacher, three students came to talk to me about 'a very important issue'. They claimed to have been delegates of three sections I teach. The issue of concern they wanted to discuss was my method of teaching.

According to those delegates, the way I was handling the subject was really helpful but only when they joined the university. They said their primary concern at that time was to pass the ESLCE which needs a different approach and choice of

language focus than I was following then. In short, they wanted me to teach them as many items of grammar, vocabulary and reading as possible and forget about writing, speaking and listening. I tried to reason out and convince them that with the method I was using their concerns could also be met in addition to practicing the language for communicative ends.

After the little discussion we had, I went to the library to check the contents of English language exams for grade twelve students. To my surprise, almost half of the questions for the last many years had been about grammar, and many vocabulary and reading comprehension questions were also included. Only a few of the questions had been about writing- mechanics, spelling etc. To pass the exams, therefore, one had to

obviously acquire as much knowledge of grammar as possible and practice reading. I had to give in to the demands of my students despite what the course material suggested- language for communicative ends.

Many years after that encounter, I had to face a similar challenge. This time, the challenge came from an unlikely source – the would be teachers who supposedly had better understanding of language teaching and what was meant by knowing a language. As a matter of fact, many of them were extension students who themselves had been teaching English language during the day time.

The self- appointed delegates not only asked me to deal with formal grammar explicitly but also suggested a particular method of teaching. They wanted me to dissect and trisect sentences and help them do



the same through exercises.

To make sure that the rest of the students bought the same idea, I did a kind of mini-research in class. First I explained the suggestion made by the delegates, and I asked them to vote anonymously through writing. When I counted the votes, I found out that 28 (76%) students were in favor of the suggestion and only 4 (10%) wanted things to continue the same way. The rest 5 about (15%) wanted a combination of the two methods.

There are, of course, numerous incidents of this type that language teachers encounter nearly on daily basis. They are the kinds that urge teachers to pause and reflect about the antecedents of the problems and their solutions.

Why do our students seem to have preference to be taught in a particular way usually contrary to the popular belief in language teaching and learning? Why do they consider practice in certain language items more useful than the others? This piece of article, therefore, is a humble

attempt to shed some light on the possible root causes of such problems based on my personal experience, observation and reading.

Three major areas of concern will be discussed here under as determining factors of classroom instruction and learning a language. These are: problems related to testing language abilities, their goal of language learning, their language background and students' cultural orientation.

### **Cultural Orientation**

Arguably, individuals are products of their cultures. By the same token, students as well as teachers are programmed, at least to a certain extent, by the culture in which they were raised. (It could well be assumed that the influence of native culture may be less pronounced on teachers due to their training and exposure to different cultures). Even so, inevitably, students and teachers take in some values, beliefs and dispositions that are held with high regard in their native cultures.

Scholars like Hofstede \* (1986),

for instance, argue that societies attach distinct roles between human 'unequals' based on their cultures. Teachers, therefore, are expected to teach and behave in a certain way and students are supposed to learn and behave according to the dictates of their culture. Similarly, there is a distinct relationship between the boss and his subordinates, between the old and the young, seniors and juniors as laid out by the culture in which they grew up. In societies like ours, teachers are assumed to be omniscient and therefore the best way for students to acquire knowledge and wisdom is through listening and submission. They should also be highly respected.

If we agree on what has been said here above, the role of culture in dictating classroom interaction is hence enormous. And teachers' awareness and readiness to put up with its influence is crucial so that teaching and learning can become fruitful.

Classroom researches that focus on the issue of culture are also

\*Hofstede, G. (1986) *Cultural Differences in Teaching and Learning. International Journal of International Relations*. Vol. 10. pp. 301- 320



helpful in revealing the expectations, values, and beliefs students, and of course teachers, bring to the classroom. A rift in the expectations, beliefs, and values between teachers and students greatly hinders the effectiveness of learning and teaching whatever type of teaching method is employed in class or formally suggested by the curriculum.

### **The Goal of Language Teaching**

Different learners may need a language for different purpose. Those studying Secretarial Science and Office Management (SSOM) may need it for some other ends as opposed to those studying Accounting, Marketing, Law, or Information Technology. SSOM and Marketing students, for example, may aspire and need to be able to speak fluently in dealing with customers in the world of work. Or they may deem speaking English unnecessary altogether, for they may be dealing only with local customers at work places with local languages. Accounting, IT, or Law students, on the other hand, may consider

practice in speaking as sheer waste of time and would have wished more practice in

reading, vocabulary and writing for various reasons. In a situation like this we have to pause and ask ourselves some questions. Do we know with what specific goals students come up with regard to learning English? Are their goals compatible with the goals set in the curriculum? After all, are the goals set in the curriculum what students actually need to tackle language related problems in the real world of work?

In a situation where students have a language goal contrary to what the teacher deems necessary, teaching and learning would be at odds. Students would be demotivated and disinterested because learning the English language will not, in their analysis, ready them for the challenge in the world of work. Needless to say clearing such clouds precedes instruction.

### **Students' Language Background**

Teachers' choice of techniques of teaching and language activities depends greatly on the objective of the lesson. It is also wise to take into account the language

background of students in making such choices. If the tasks/activities or techniques demand high level of speaking or writing abilities, the objectives can't be achieved. In addition, students may feel that particular lessons are not meant for them and thus tend to shun themselves from involving in it.

A good example for this is the response some students give when asked about the reasons for not getting involved in group presentations or debates. They say they are poor at speaking and since the skill is student X's or Y's realm, they will handle it. It is difficult to say these students don't know what they are missing, but they prefer keeping quiet to getting engaged in an activity that demands certain language proficiency, which they may not have, and risk exposure amidst classmates.

### **Teaching and Testing**

As the aforesaid episode in my introduction depicts, the types of tests teachers prepare greatly determine students' expectations about the method of teaching and the area of language focus. This is what testing experts call the



'backwash' effect of tests on instruction. If students are well aware of the items and formats of major tests and final exams, it is natural for them to expect the teacher to focus on those items and prepare them to achieve good results. In the same way, if some language skills, speaking for instance, are not going to be assessed, or constitute a negligible amount of the total mark, practicing such skills could be considered a waste of time. What is convincing for the students here is not the importance of such and such skills in the long run. What really matters for them is that their effort in practicing the skill/skills will not be rewarded here and now.

Language teachers, therefore, have the task of making sure whether all the skills and practices are properly assessed and performances are

rewarded accordingly.

A big bottleneck in this regard could be the monstrous nature of the task (considering class size), lack of expertise and time constraint. But it is the task of the language teacher to find a way out if developing the skills is absolutely essential. Some countries, for example, make a certain level of proficiency in speaking or writing mandatory criteria to pass national exams although they may not have experts who can assess achievement in the skills in a professional manner. Since students are aware that they need to have a certain level of mastery in that skill, all who aspire to pass the national exam engage in extra practice. As testing may have a negative backwash effect on instruction and learning, we teachers can also find a way to turn it around and make it play a constructive role.

### Conclusion

In the above discussion, I tried to bring to light some issues for language teachers to ponder in order to maximize instructional effectiveness. However, it shouldn't be assumed that the list of issues discussed above is exhaustive. Age of students, sex, individual differences etc. are among the list that are not discussed.

Understandably, trying to address all these issues in classroom instruction is a huge task that demands commitment, time, finance and other resources. But if the influence of the factors is as considerably serious as discussed above, more research, more debate and more discussions in the area can help to bring about effective language teaching classes in our schools, colleges, and universities.



Change has a considerable psychological impact on the human mind. To the fearful, it is threatening because it means that things may get worse. To the hopeful it is encouraging because things may get better. To the confident it is inspiring because the challenge exists to make things better.

**James Gordon**





## Educational Leadership

Goitom Abraham, V/President for Business & Adm., SMUC

### Tasks of Educational Leaders

The specific task areas of leadership would vary from one situation to another. Broadly, leadership functions are the same for all enterprises. For instance, a major task of all leaders is how to influence the behavior of subordinates so that the results of the system are attained. The goal of all enterprises is to obtain maximum performance from the members of the group within the standard conditions set forth in the system's procedures.

In the school system, leaders are expected to accomplish the following specific tasks to ensure that the system's goals and objectives are achieved

#### I. Motivation

In order to attain the goals of the school system, it is essential to ensure that each

person from the leader to the gateman is making his or her maximum contributions. This obviously calls for the fact that each person must be motivated to put forth his/her best effort. Therefore, it is certain that the attitude of school leaders to teachers and other workers and the extent to which the leaders demonstrate an understanding of the teachers' and other workers' problems will significantly affect the performance and the end outcome of the school. If the leader places too much emphasis on the requirements and the needs of the institution and shows little concern for the basic needs of the personnel particularly the teaching staff, it is unlikely that people within that system will be motivated to make their maximum contribution.

There are at least three major ways by which schools or educational leaders can prepare conducive atmosphere that would motivate their staff for better results. These include the following:

**A. Providing immediate attainable goals toward which the staff should work.** The programmes or goals that an educational leader sets to his/her staff should be attainable. He/she should avoid setting over-ambitious programmes. The point is that, working toward remote goals may have little meaning for teachers.

**B. Ensure that the appropriate means are provided for the attainment of the goals set forth.** It is useless to set goals without providing the necessary means by which they could be attained. For example, when department or faculty heads request teachers to ensure high quality teaching, when they tell their teachers that students must be prepared well to obtain at least 90 percent achievement in standardized national examinations, they must make sure that they have provided their teachers with facilities that would make that attainment possible.



Maximum contribution cannot be made when teaching and learning facilities are inadequate or not provided at all. Facilities such as library, laboratory etc. should adequately be made available. **In brief, the conditions for success should be provided to enhance the motivation of the staff.**

**A. Provide feedback.** The third way of preparing a good atmosphere for motivation is through feedback. Undoubtedly, feedback, per se is an important element in motivation. When goals have been set and means of achieving them clearly established, the staff would like to know how they are faring in their efforts. Feedbacks do not necessarily have to be positive; they should not be altogether negative either. On the other hand, for maximum effectiveness, feedbacks must be immediate and specific. The sincerity of the educational leader may be doubted if the teacher is commended for things done months ago or if the

comments are of general nature. Comments must be specific so that teachers have a clear notion of what they did well and where they need improvement. Besides, teachers can be helped to develop self-evaluation skills. When teachers learn the qualities desired in a performance and obtain experience in judging their own work in terms of these criteria, they are better able to provide their own feedback. Gradually, self-reinforcement and self-correction of errors becomes an everyday technique of self-improvement through learning from own experience. Thus, the more school leaders encourage the development of built-in standards of performance, the less their task of close supervision will be.

## II. Understanding the Ability of Staff

It would be very difficult for a school leader to attempt to motivate his/her staff if she/he makes no attempt to know them and ascertain their strengths and weaknesses.

Since the school system would comprise people of different specializations and backgrounds, it is essential for the leader to get to know the characteristics and capabilities of the people under his/her supervision. He/she should strive to know about their likes and dislikes, personality traits, their temperament, and social habits. For example, a statement that can readily anger Mr. A. may make no difference to Mr. B. Similarly; Mr. A's good humor and good human relations dispositions may make him suitable for certain school assignments which may be unsuitable for Mr. B's personality. With adequate information on Mr. X and Mr. Y the leader would be in a better position to know to whom he/she can delegate specific tasks or to understand and interpret individual behaviors.

## III. Match People and Position

It is the school leader's (the managers') task to assign the right person to the right place. This implies that the leader should know the specific specialization of teachers and



minimum requirements. As various research findings indicate, it is common to find teachers complaining that they were being requested to perform tasks that are unrelated to their training or their own job expectations. In the school system where there is acute shortage of staff, teachers may be called upon to teach, in addition to their own special subject, other subjects lacking teachers on grounds that they passed the subjects very well in their examinations. For example, a teacher of biology graduate may find himself teaching mathematics if he got a distinction in the subject in earlier examinations. This practice usually creates a situation in which the partially sighted is leading the blind. Besides, the biology teacher teaching mathematics as an additional subject is likely to spend more time preparing a mathematics lesson than he would spend to a biology lesson. Moreover, he would lack the confidence of a trained mathematics teacher in the classroom and the content coverage of the course would very likely be inadequate.

#### A. Staff Orientation

Staff induction/orientation is one of the major tasks that school leaders should take into account. After the staff have been recruited and assigned, it is essential that those in leadership positions formally introduce them to the system so that adjustment problems confronting the new staff can be minimized. A new teacher coming into a school system needs to know how the system operates. If he/she is quite unfamiliar with the whole atmosphere he/she becomes insecure and apprehensive of many things. He/she may even decide to leave the school for good earlier than expected. Unless she/he is adequately informed of the ways things are done in the new system, he/she would mostly fumble and stumble. Generally, a considerable amount of time and money could be invested in the recruitment and selection process and this investment could be dissipated and possibly lost if the new personnel are not given the chance to contribute maximally to the work of the school through lack of orientation and induction.

School leaders should therefore be able to see the importance as well as the relevance of induction programmes to the effectiveness of activities of the school system. If they are left to fend for themselves, and discover the new system, new staff will be forced to act on a trial and error basis and by the time corrections are being made some harm might have been done. Hence, it is vitally important that even when school leaders appear to be 'too busy' to introduce new staff to their systems, they should delegate this responsibility to their immediate subordinates or to members of staff who have not only been in the system for a long period but have also a deep insight into the problems and operations of it.

Human maladjustment can be expensive and detrimental to organizational effectiveness and expectations. The type of environment in which the new staff finds himself/herself and the first impressions he/she has in his early days would go a long way to influence his/her behavior and morale within the system.



## B. Staff Training/Development

Staff development is one of the most significant facets of every leadership role. Staff development implies the ways and means by which the leader recognizes staff performance needs and the extent to which the leader shows interest in ensuring that staff needs are met through programmes that would improve the qualitative and quantitative contributions of staff to the overall goals of the system. Such programmes would aim at enabling individuals within the system to be more effective in performing their work or at preparing **individuals for greater responsibilities**. In the school system, four types of staff development programmes can be conceived as indicated under.

**1. Training/development programme that aims at correcting certain deficiencies identified (remedial training).** For instance, teachers employed into school systems that are different from their own or teachers coming into different socio-cultural systems may need to undergo such a training/development programme.

**2. Training/development programme that enables the teaching staff to face the challenges resulting from innovation in the school curriculum or technological change (refresher training).** When a new curriculum is introduced, it becomes necessary to train teachers of the new subjects in the new approach and its implications for students evaluation. School leaders must recognize the need to the knowledge of their staff in their subject areas. This kind of updating can offer grounds for acceptance or rejection of the new approach, and most important of all, it would equip the teacher with the latest developments in his/her field.

**3. Training/development programme that enables non-professionals to professionalize.** Some instructors may not be professionally trained. We may offer new graduates entry into the classrooms whether they are professionally adequately trained or not. Thus, graduates without additional professional assistance may find it difficult to manage their classrooms successfully. Therefore, leaders in the school system

are required to arrange professional training programmes for new recruits.

**4. Training/development programme which enables the professionals themselves to acquire higher qualifications for greater responsibilities and status within the school system.** Most common under this category is arranging programmes for first degree holders to pursue post-graduate programmes. Staff development programmes contribute not only to the effectiveness of the attainment of organizational goals but also serve as potent instruments of motivating people and influencing their behavior in the organization.

## II. Staff supervision and assessment

Supervision plays a major role not only in creating a positive relationship between the leader and his/her subordinates but also in providing ample evidence upon which assessment can be based. In the school system, supervision



helps the teacher to understand the purposes, responsibilities, and relationships of his/her position and the directions of his/her efforts. It should be also noted that the term 'supervision' does not mean 'policing'. The activities of 'policing' are quite different from those found under actual supervision. In this old form of supervision, the school leader's function is almost wholly disciplinary. The leader sees himself as law enforcement agent in the school system. Actual supervision however involves giving guidance to members of the school system so that they can be self directing or they can function effectively with minimum supervision. The leader gives clear guidance as to steps, methods and goals of work and makes personal examination of the work of the individual workers without straining relationships. To facilitate effective supervision, the following essential activities must be recognized.

1. The leader must give careful and detailed assignments to members and identify problems and solutions in carrying out

these assignments.

2. The leader must under take a quick follow-up on the assignments to ensure that there is no misunderstanding of tasks, methods and procedures of carrying them out.
3. The leader must ensure that steps are taken to correct weaknesses, if any.
4. The leader must arrange for supplementary individual supervision and direction of staff and should be available for guidance in the case of difficulties.
5. The school leader should also arrange for individual assessment of staff efforts and should not be stingy with praise where it is necessary.

In assessing staff, emphasis must be placed on the requirements of the position and the relevance of the staff's contributions to the institution's activities, aspirations and objectives. It is often said that quality of teaching or, teacher effectiveness as a whole is very difficult to assess. This is because judgments on teachers are not objective

enough to admit of accurate and consistent observations.

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**"Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning."**

**Warren Bennis**



## Let's Mind our Language

This new column is intended to serve especially students of the English language at any level including those of the tertiary ones. We hope it will also be welcomed by students who strive to improve their language proficiency. We expect much especially from language instructors to send us their contributions to this column.



### Confusing Words

(Part One, A – L)

By: Fanta Ayalew, Lecturer, SMUC

**A**s we all know, English is one of the languages in the world that need keen interest and continuous effort to have a good command of the skills which enable the communicator to reach a commendable level of fluency. To this end, the learner is expected to give more emphasis specifically to some parts of the language in order to avoid confusing diction and gradually have an overall good mastery of the language. The following

words are among those parts of the language which students might get confusing due to the spelling or sound similarity they have. It is, therefore, highly advisable for a student to give due attention to these sample collections which are randomly taken from useful sources. In regard to instructors' participation in this new column, we kindly invite all professionals in the field to send us his/her linguistic contribution.

According to the traditional grammar, every word of any language is never out of the eight parts of speech; namely, *noun, pronoun, adjective,*

*verb, adverb, preposition, conjunction, and interjection.*

As a matter of fact, it is quite understandable that a word by itself is nearly meaningless. To whichever part of speech it might belong, the meaning of a word is clearly and unambiguously understood in its context when it is properly used in a sentence. For example, if we take the multifunctional word '**can**', and ask people to tell us its meaning, we will definitely hear various responses. Let me begin with that of mine. I say, '*Can is tin,*' in its noun form; you my brother may



say, 'Can is a modal verb which means, 'to be able to'; my sister who's reading over there may say, 'Oh, can is an action verb which means 'to preserve food or drink in a container. The meaning of 'can', hence, goes varying as you go on asking people further, and you don't have to wonder or become confused if you probably listen to or read this perfect sentence, " We can can our fruits into cans for sale as long as the canned cans can resist the attractiveness of other cans in the canning industry."

If we do agree on what we have seen here above, let me go to some of the aforesaid confusing words and try to show their differences at least in one of their respective contextual meanings. The meaning of the words according to the context they are used may be indicated at the end of the sentences when it is deemed to be necessary. And I would like to confess the fact that I have taken some sentences fully or partially, as the case may be, from the dictionary I referred to.

God willing, we will be entertaining other important

points such as homophones, homographs, homonyms, synonyms, paronyms, oxymoron, false friend (it exists in language also, not only in human relationship), idiolects, idioms, dialects, and more others in future editions of *The Teacher* bulletin. For the continuation of this column, as mentioned earlier, the participation of interested academicians in the field, within or without St. Mary's, is vitally needed. For today, let students enjoy themselves with the following debut which could be considered as an ice-breaker in this regard.

**Abate** - The fighting hasn't shown a sign of **abating** yet. ( become less in severity)

**Abet** - She **abetted** him in the killing of his friend. ( help or encourage to do wrong)

**Aboard** - Some 157 people were **aboard** when the plane crashed.

**Abroad** - She studied her PhD **abroad**.

**Accept** - Will you **accept** the offer they made?

**Except** - I accept all the suggestions **except** the one you told me now.

**Expect** - Do you **expect** me to go with you later?

**Respect** - We have to **respect** all people especially elders.

**Access** - Do they have an **access** for the internet?

**Assess** - We tried to assess what we need to improve our services.

**Adapt** - These foreigners are well **adapted** to our country's hot weather. (get used to)

**Adept** - She is very **adept** at dealing with the media. ( skillful)

**Adopt** - Madonna and her husband are **adopting** two Malawian kids. ( raise )

**Adore** - She **adores** cream cake more than anything else. (love)

**Adorn** - The bride's hair was **adorned** with various decorations.

**Advise, Advice** - I **advise** you to follow the **advices** of your parents.

**Affluent** - **Affluent** nations have moral obligation to help poor nations.

**Effluent** - **Effluents** from the surrounding factories find their way into the rivers of the town.

**Affect** - HIV and AIDS **affect** the society in one way or the other.

**Infect** - People who're **infected** with HIV and AIDS

should be cared by the community.

**Effect** - The resignation of the minister was **effected** immediately. - The **effects** of economic and social instability greatly affect the country.

**Altar** - The priest put the Eucharist on the **altar** for consecration during the Mass.

**Alter** - We had to **alter** some of our plans for fear of additional expenses. (change)

**Ant** - **Ants** are hardworking insects.

**Aunt** - My **aunt** lives in Gonder.

**Ankle** - She hurt her **ankle** when she fell down yesterday.

**Uncle** - He has two **uncles** and three aunts.

**Apatite** - Fertilizer producers use **apatite** as an input. (mineral)

**Appetite** - I don't know the reason but I lost my **appetite** these days.

**Apiary** - A place where people keep their bees in hives is called **apiary**.

**Aviary** - Different species of birds are kept in this **aviary**. ( an enclosure for birds)

**Arc** - The ball made a shape of an **arc** before it touched the net. ( curve)

**Arch** - Many churches have **arches** at their entrance. ( curved structure)

**Arch** - Who is the **archbishop** of this diocese? ( a bishop of the highest rank)

**Ark** - The **Ark** of the Covenant is claimed to have been existing in Ethiopia since the time of Menelik I. ( the tablet or plaque on which God's laws are written)

**Aisle** - In some churches, the **aisles** are wider. (the long narrow space between the rows)



- Isle** - Philippines is made of over 7,000 **isles**. (islands)
- Arsonist** - The New York wildfire was said to be started by **arsonists**. (set fire purposely)
- Arsenic** - Glass manufacturers use **arsenic** to remove impurities of color. (chemical)
- Attention** - Please give your **attention** to what the teacher is saying now.
- Tension** - We have to be free of any **tension** when we sit for exams. (anxiety)
- A while** - Please let's keep silence for a **while**.
- While** - Let's rest **while** before we begin the second half.
- Bare** - Abebe Bikila won the Tokyo Marathon in his **bare** feet ( without [shoes] )
- Bear** - We have to **bear** in mind that success is the breed of hard work. ( keep)
- Some animals **bear** their young in fall. (give birth autumn) rivers of the town.
  - People who're **infected** with HIV and AIDS should be cared by the community.
- Beer** - Some people are fond of drinking **beer**.
- Bead** - Most Oromo girls decorate themselves in **beaded** hair styles. ( small round piece of ornament with holes in the middle)
- Bid** - They offered us the contract, for we had given the lowest **bid**. (competing price)
- Bacon** - John ate a slice of **bacon** this morning. ( meat from pigs)
- Beacon** - As a sign of victory, the soldiers lit a chain of **beacons** across the mountains. (fire that serves as a signal for warning or felicitation)
- Beckon** - He **beckoned** us from a distance to go nearer and sit beside him.
- Beach** - Let's go to the beach and let the gentle breeze cool our face. (shore)
- Beech** - That **beech** tree is the oldest of all those trees around. (kind of tree)
- Bitch** - I extremely dislike the insult, "Son of a bitch!" and I have never said it to anyone.
- Beak** - Some birds have big **beaks** as a means to win their daily bread.
- Beaker** - She gave the children **beakers** of juice. ( handle- less cup)
- Bicker** - Why should we **bicker** with each other over minute issues?
- Begot (-ten)** - Jesus is **begotten** Son of the Almighty God, not created. (fathered)
- Bigot** - He was known to be a loud-mouthed **bigot**. (intolerant person)
- Beside** - You can sit **beside** me.
- Besides** - She won't mind your being late - **besides**, it's hardly your fault.
- Brake** - The driver said that the **brake** of his car had been defective.
- Break** - We heard the sound of **breaking** glass.
- Breach** - If you **breach** this rule, you will be sued accordingly. (break)
- Breech** - **Breech** birth is highly dangerous for both the mother and the baby.
- Bream** - **Breams** are found especially in lakes and rivers. (kind of fish)
- Brim** - Please don't fill the glass up to the **brim**.
- Bald** - At twenty my brother was already going **bald**. ( without hair)
- Bold** - We took the **bold** step of kicking our opponents. (courageous)
- I told you to write the heading in **bold**. ( like the way **bold** is written)
- Board** - The school has been run by the **board** of trustees for the last ten years.
- Broad** - Some antibiotics such as amoxicillin are believed to be **broad-spectrum**.
- Bean** - I have some coffee **beans** if you are ready to prepare a nice coffee now.
- Been** - She has **been** here with us since this morning.
- Bin** - Why don't you empty that litter **bin**?
- Beat** - Your son and my son are **beating** up our son.
- Bit** - A **bit** advice can save life.
- Beet** - Some people suggest that the nutritive value of **beet** is low. (beetroot)
- Bereaved** - The **bereaved** family couldn't easily be consoled. ( death occurred in the family)
- Bereft** - Having received the last written warning, he felt totally **bereft**. (loss of hope)
- Berth** - She booked a **berth** on the train from London to Aberdeen.
- Birth** - The **birth** of Jesus was foretold by the prophets of the early years of the BC.
- Boar** - The Christian religion doesn't allow believers to eat **boars'** meat. (pig)
- Bore** - We need to use hard substance to **bore** a hole. (dig)
- My wife **bore** me three children in twelve years time..
- Boast** - Do you have to **boast** about your achievements?
- Boost** - We have to work hard to **boost** our country's economy.
- Bumpkin** - It is not fair to call a countryman **bumpkin**. ( uneducated, ignorant)
- Pumpkin** - **Pumpkin** is edible while gourd or calabash is not. ( vegetable, 'dubba' in Amh.)
- Butt** - He was hit by the **butt** of the rifle in his face. ( the thicker end of a gun)
- But** - It's **but** stupidity if you're going to miss this chance. (only)
- Cannon** - **Cannon** is one of the weapons that have been a threat to human life on Earth.
- Canon** - Normally, catholic saints are **canonized** after their death according to the **canon** of the church.
- Canoe** - Let's use that **canoe** to cross the river. (small boat)
- Cap** - Put on your **cap** to protect your head from the sun's rays. (hat)
- Cape** - A land that sticks out to the sea is called **cape**.
- Cup** - Use that **cup** if you want to drink tea.
- Career** - What do you like to be your **career** in the future? (field of profession)
- Carrier** - We saw an armored troop **carrier** passing by our village. (that carries sth.)
- Cast** - Jesus ordered Peter to **cast** his fishing net into the sea.
- Caste** - The **caste** system of India has caused the Dalits to suffer.
- Cede** - After the war, we were forced to **cede** one of our ports. ( give unwillingly)
- Seed** - The **seeds** of the beans will germinate if they get good temperature. ( plant)
- Tiger Woods has usually been the No. 1 **seed** in golf tournaments. (expected to win).



- Cell** - He has been imprisoned in a small **cell** with ten inmates for the last five years. (jail)  
- All living things are made up of **cells**.
- Sell** - We cannot **sell** this idea in this campus, for it doesn't hold water. (can't convince)
- Sale** - The total **sale** of today is not more than Birr 10,000.
- Sail** - We **sailed** the whole day from one end of the lake to the other.
- Cent** - Don't ever think that a **cent** has no value.
- Sent** - My father **sent** me some money last week. ( SP and PP form of the verb *send*)
- Scent** - Some flowers give off pleasant **scents**, especially at night. (good smell)
- Chalk** - A teacher knows well the qualities of **chalks**.
- Choke** - Take care when you eat, otherwise, you get **choked**.
- Channel** - All the ships and boats should pass through this narrow **channel**.
- Canal** - The excavation of the **canal** of Suez was started in 1859.
- Chase** - **Chasing** criminals is the main responsibility of the police.
- Chess** - Playing **chess** is one of the pastimes.
- Chaste** - Staying **chaste** until the time of marriage has religious blessing. (not making love)
- Chest** - He was shot in the **chest** in the fierce fighting.
- Cheap** - The price of this car is very **cheap**.
- Chip** - Please pass me the potato **chips**.
- Cheep** - The chick is **cheeping** weakly. (chirping)
- Cheek** - My tears ran down my cheeks when I heard of my mother's death.
- Cheeky** - Don't be **cheeky** to this extent. (disrespectful)
- Chic** - Your haircut is **chic**. (attractive and stylish)
- Chick** - The pigeon disappeared leaving her **chicks** alone. (baby bird)  
What a beautiful **chick** you have! (young woman)
- Cheat** - I cannot say I have never **cheated** my wife since the time we got married.
- Chit** - Have you cleared the **chit** for the rent of the house? (bill)
- Chore** - I usually dislike working the **chores** at home. (the routine works, like washings)
- Coarse** - The flour is **coarsely** ground. (not finely smashed)
- Course** - We'll take four **courses** in the coming semester.
- Click** - To read this file, click twice the 'open' icon.
- Clique** - The personnel manager along with his **clique** is conspiring to harm the GM.
- Clock** - "A dysfunctional clock perfectly works twice a day."
- Cloak** - He is a wolf in sheep's **cloak**.
- Coast** - The oil spill near the **coasts** of the Gulf of Mexico, Louisiana, and Texas has entailed an untold damage to the surrounding ecosystem.
- Cost** - How much did your car **cost** you?
- Coat** - The medal is not gold as it seems but it is **coated** rather. (thinly covered)
- Cot** - I've to by a **cot** to my newborn baby. ( a bed for babies)
- Collage** - The children made a **collage** of postcards. ( art work)
- College** - I learn at St. Mary's **College**.
- Con** - It's quite a **con** - you get half the food for twice the price! (trick)  
- You don't have to be **conned**, weigh up the pros and **cons** of the matter before.
- Cone** - Part of the road had been **coned** off for repair work. ( conic objects were put)
- Concubine** - In olden times, some people used to have **concubines**. ( mistress)
- Porcupine** - Porcupines defend themselves with their quills.(small animal, 'jart' in Amh.)
- Concur** - Our decision **concurs** with that of the previous committee. ( agree)
- Conquer** - Unless we fight forcefully, we will be **conquered**. (defeated)
- Comma** - In the sentence "Ann, John, and Magus are my friends", I used two **commas**.
- Coma** - The man who's been in **coma** for the last five days passed away this morning.
- Compliment** - His **compliment** to her alleged beauty was a bit exaggerated. (praise)
- Complement** - It is when the wife complements what her husband lacks that their marital bond becomes more attractive. (add something to make something else better)
- Continual** - The **continual** advertisements on TV are distracting. (frequently repeated)
- Continuous** - The rainfall was heavy and **continuous**. (nonstop, uninterrupted)
- Cook** - I've been serving as a **cook** in this hotel for the last ten years.
- Kook** - This man is unusually becoming a **kook** these days. ( strange, eccentric)
- Courtesy** - He could at least have had the **courtesy** to say sorry. (politeness)
- Curtsy** - Japanese wives are known for their **curtsy** to their husband. (bow down to show respect)
- Create** - Christians believe God **created** the world and its contents within seven days.
- Crate** - Please pass me that **crate** of wine bottles.
- Cue** - With a nod of his head, the drummer **cued** the lead singer in. (sign)
- Queue** - We **queued** up for three hours to get the tickets.
- Damp** - **Damp** places are favorable for the spreading of malaria. (wet, moist)
- Dump** - Where do you **dump** your waste when the litterbin is full? (dispose, drop)
- Decease** - The house will not be yours till after your father's **decease**. (death)
- Disease** - People die of various **diseases**.
- Deal** - Let's **deal** with the first issue before we go on the next one.
- Dill** - Use one teaspoonful of **dill** to season your sauce. (edible herb used as spice)
- Dean** - The **Dean** of the Faculty has called for a meeting.
- Din** - The children were making a terrible **din**. (shouting)
- Decent** - She is very much **decent**, so she must not be the one who's insulted you.
- Descent** - Most whites in the US claim their line of **descent** back to the French and Anglo-Saxon ancestry.
- Dissent** - We have to be wise enough in dealing with **dissents amongst us**. (disagreement).



- Defer** - Can we **defer** making a decision until next week? (postpone)
- Differ** - Though we are twins, my brother **differs** from me in many things.
- Deter** - The US tried to **deter** Iran from her suspected action of uranium fermentation but none of the attempts have resulted in any effect as yet.
- Detour** - When you go to Dessie you will get many **detours** due to the roadwork.
- Deem** - This age is **deemed** to be the age of Information Technology.
- Dim** - The room is **dim**, please open that window.
- Deep** - This well is as **deep** as 55 meters.
- Dip** - You can eat the bread by **dipping** into the stew.
- Desperate** - It is common for some people to get **desperate** in certain unfavorable situations.
- Disparate** - The cultures of some societies in the world are totally **disparate** one from the other.
- Desert** - She **deserted** her poor husband for another wealthy man.  
- Many Ethiopians lose their life in **deserts** while trying to emigrate.
- Dessert** - We have finished eating lunch, please bring us the dessert.
- Desk** - Please clean your **desks**.
- Dusk** - We work from dawn to **dusk** to earn our living.
- Discreet** - We have to **discreet** not to offend people. ( careful, cautious)
- Discrete** - Our companies need to have a **discrete** identity. ( separate)
- Distraction** - Please stop your **distraction** from my studies. ( cause to lose attention)
- Destruction** - The **destruction** of the infrastructure by the enemy of the country is regrettable. (devastation)
- Discus** - Athletes use the flat of their hand to throw a **discus** in track-and- field competition.
- Discuss** - We have to **discuss** the issue thoroughly before we decide anything.
- Dairy** - Due to lack fodder problem, we couldn't run our **dairy** as before.
- Diary** - She always writes her daily experience in her **diary**.
- Die** - The doctor professed that that patient will **die** within a week's time.
- Dye** - I will **dye** my hair black if my wife keeps forcing me to do so. ( to ink)
- Dead** (adj.) - He has been dead for ten years now.
- Died** (v.) - She died of cancer some three years ago.
- Dole** - The bereaved wife **doled** out the clothes of her husband to the poor. (give them as alms)
- Doll** - The **doll** of my son is stolen. (toy)
- Drag** - The man was dragged for ten meters by the car before he died.
- Drug** - Some **drugstores** wrongly spell their name as 'dragstore'.
- Dregs** - Prostitutes are considered to be the **dregs** of any society.
- Ear** - The **ears** of this dog are unusually big.
- Err** - To **err** is human, to forgive is divine. (make mistakes)
- Eerie** - She heard the **eerie** noise of the wind howling through the trees. (frightening)
- Each** - Unless human beings love each other, they'll never get out of the quagmire they're in.
- Etch** - The students etched their names on their desks. (traced)
- Itch** - I couldn't bear the **itch** on my back. ( a feeling to rub it with your nails)
- Empathy** - One who is devoid of **empathy** is but empty. ( to feel the feeling of others)
- Apathy** - Rigging elections by insincere parties results in voter **apathy**. (insensitiveness)
- Emerge** - Malaysia is one the **emerging** economically powerful nations in the world.
- Merge** - If we can **merge** our companies, we will become highly competent in the market.
- Emigrate** - Millions of Germans **emigrated** from Europe to America in the nineteenth century.
- Immigrate** - The US government has been encouraging people to legally immigrate to America from different parts of the world through DV lottery.
- Migrate** - Rural people usually **migrate** to towns in time of bad harvest.
- Enter** - You could **enter** the house if you knew my presence inside.
- Inter** - We **interred** the deceased fiends of ours in the desert. (bury)
- Inter-** - The production of WMD including **intercontinental** missiles should be banned.
- Intra-** - We have to avoid **intrafamily** disputes as much as possible.
- Especially** - These buildings are not **especially** large. (exceptionally)
- Specially** - This perfume is **specially** made for women. (particularly)
- ESP** (abbr.)- English for Special Purpose; Extra Sensory Power
- Exalt** - He was **exalted** to a ministerial position within three years of his graduation.
- Exult** - The Spanish team **exulted** at their victory of the 19<sup>th</sup> World Cup. (became happy)
- Exacerbate** - Your negative reaction may **exacerbate** the conflict. (aggravate)
- Exasperate** - The very thing you came late **exasperates** me a lot. ( annoy)
- Fall** - Take care not to miss the rungs, lest you will **fall** down and hurt yourself.
- Fail** - I always **fail** to meet deadlines in submitting my papers.
- Feel** - Did you **feel** that she had felt something bad when she saw her ex-husband?
- Felt** - This Taiwanese **felt** cleans the board very nicely.
- Fill** - I ate to my **fill**, I just want something to drink now.
- Fare** - These days the **fare** in every means of transport is soaring.
- Fair** - The national election was unusually free and **fair**.
- Fan** - The **fan** doesn't work properly. ( ventilator)
- Fun** - Without money there is no **fun**.
- Farther** - I can't go **farther** with you, I am very much tired. ( of distance)
- Further** - I don't want to go on arguing with you **further**.



- Feat** - Climbing up the ladder of success requires a great deal of **feat**. ( hard work)
- Feet** - The height of this edifice is 100 **feet**.
- Fit** - This jacket doesn't **fit** me any more because I have put up some weight.
- Fad** - My coat which was bought from the flea market has **faded** just within a month.
- Fed** - I am **fed** of your murmuring, please keep quite!
- Fez** - Some Muslim men with their **fezzes** on their head came yesterday.
- Phase** - The project is planned to go through three **phases**.
- Finnish** - The official language of the **Finnish** people is **Finnish**.
- Finish** - Please **finish** your work before lunch time.
- Flagrant** - The **flagrant** misuse of the organization's property will eventually affect the renewal of your contract. (bad action, an abuse of a right)
- Fragrant** - I like the aroma of **fragrant** herbs and flowers. (pleasing smell)
- Flash** - Please stop **flashing** the torch on my eyes.
- Flush** - Let's not forget **flushing** toilets after use.
- Flee** - We don't have any place to **flee** if an epidemic erupts.
- Flea** - I bought this shirt from the **flea** market. ( like Sunday market)
- Flour** - Bread is normally made of wheat **flour**.
- Floor** - The **floor** of this house is plankton. Foreword
- Funnel** - Please use a **funnel** to pour the ground coffee into the kettle.
- Tunnel** - The Hamas people of the Gaza strip are said to have many **tunnels** through which they transport the livelihoods they need.
- Gay** - Mr. Johnson, the renowned **gay** activist, was shot dead yesterday.
- Guy** - The **guy** with whom you came last time is my uncle. ( person)
- Gem** - **Gem** is a precious stone that has been cut and polished for use.
- Gum** - The old lady gummed the food she was served. (i.e., she doesn't have teeth)
- Goad** - The thought of exams next week is a great **goad** to the students to work hard.
- God** - Those who don't believe in **God** or any **god** are called atheists.
- Gorge** - Abbay **gorge** is uniquely known for its rugged terrain.
- Gorgeous** - He looks **gorgeous** whenever he is in his new suit. ( attractive)
- Gorilla** - **Gorillas** are mostly found in West Africa.
- Guerrilla** - Nowadays, **guerrilla** fighting has become obsolete.
- Grease** - Please put some **grease** on the chain of your bike to protect it from friction.
- Greece** - **Greece** is under public unrest due to the austerity policy the government has recently introduced.
- Great** - Many a **great** prophets and prophetesses of the world had foretold the end times of our planet.
- Grate** - You have to **grate** the carrot before you mix it with the potato paste.
- Greet** - What happened to you yesterday? You didn't **greet** me well.
- Greed** - **Greed** and selfishness are the worst enemies of humanity.
- Grid** - A **grid** of metal bars is place across some holes to stop people falling in.
- Guarantee** - We need a 12-month **guarantee** in case this machine stops functioning. (warranty)
- Guaranty** - According to the US, Iran is said to have been **guaranty-ing** terrorism in the ME.
- Half** - Three and a **half** million people gathered at the National Square to commemorate the Independence Day.
- Halve** - The government has planned to **halve** poverty rate within five years time.
- Halo** - The **halo** of the blonde hair curls of the Ukrainian PM, Ms Tymoshenko, is always carefully plaited and seems like the **halo** of a saint. ( ring- like )
- Hallo/hello** - He said "**hallo!**" and hung up [the phone] on me immediately.
- Hangar** - The pilot placed the plane in the **hangar** after the passengers had got off.
- Hanger** - Please pass me that clothes **hanger** and let me undress. .
- Hunger** - **Hunger** is the major challenge of the third world countries.
- Hat** - Bush usually wears his panama **hat** whenever he goes to his ranch.
- Hut** - Do you see that thatched **hut**? It's one of the oldest residential houses in Addis.
- Haven** - Afghanistan is serving as a safe **haven** for so called terrorists.
- Heaven** - For **heaven's** sake, please don't disturb me now.
- Head** - Who is the **head** of this office?
- Heed** - We have to take **heed** of the advices given by our customers.
- Hid** - She **hid** the book in the kitchen.(simple past form of *hide*)
- Heal** - This medicine has a high power of **healing**.
- Heel** - My mum doesn't like high-**heeled** shoes.
- Hill** - Let's climb unto the top of the **hill**.
- Heap** - There is a **heap** of debris when you go that way.
- Hip** - These modern cafes are frequented by **hip** young lasses and lads. (fashionable)
- Hear** (heard - I could have **heard** you if you had called me aloud.
- Here** - Success cannot be reached by sheer running of **here** and there.
- Herd** - Nowadays, you can't see a herd of elephants in Ethiopia due to migration.
- Hearsay** - Never get offended by **hearsay** evidences, they might turn out to be false.
- Heresy** - People used to be punished by burning for **heresy** in ancient times. (be against the principles of one's religion)
- Heroin** - So many people especially the young are addicted to **heroin**.
- Heroine** - Shewareged Gedle is a renowned Ethiopian **heroine**. (brave)
- Hope** - I **hope** you will go with me.
- Hop** - Why are you **hopping**? Is there any problem with your legs?
- Hoard** - Unprincipled and greedy merchants **hoard** goods and items to sell them for expensive prices when there is a high demand.

To be continued page 40



## COMMENTARY

## The Formatting and the Consequent Reconfiguration

By Tamrat Haile

**The Beginning:**

*In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters. And God said, Let there be light: and there was light. And God saw the light, that it was good: and God divided the light from the darkness. And God called the light Day, and the darkness he called Night. And the evening and the morning were the first day. (Genesis 1:1-5)*

Dear Reader, I hope by now you must be computer literate, if you are able to read and understand this article. I admit, in fact, that knowing the English language and having the knowledge or skill of computer technology have almost nothing in common, I mean, in case somebody wants to create an argument just out of curiosity. Let me take it for granted that we've understood each other and go to the computer stuff as an introduction before I begin to deal with the subject matter I am about to disclose a bit later.

Well, I myself am not that much good at computers, though I claim to be literate in it. Whatever the case, whether you, my esteemed reader, are computer literate or not, let's see some general facts assuming that we all have

some basic knowledge about this modern gadget. Suppose you have a PC on your table now. For how long have you been using it? Have you ever been exasperated due to computer viruses that are created and spread by individuals whose positive energy is pitifully dominated by their negative energy? Did you ever face a hair-raising embarrassment and strike your table with your fist like me? How many times did you show your PC to a computer technician and pay some maintenance costs? Didn't your computer show you irritating messages such as "Sorry, Access is denied" or "the file might have been corrupted", while you clicked to open a document? How many files did you get lost or corrupted? How many times did you get your computer formatted and reconfigured?

On my behalf, I have been suffering a lot. But thanks to the IT technicians in the field of Computer Science, we get our computers cleaned, or formatted and reconfigured at last, though we may sometimes lose some important documents. And gradually, we are forced to change our computer for another one because an ordinary formatting ceases to solve the problem of our PC. The fate of the PC would be either to be dispensed with or be recycled. But in due course, we learn many things and take lessons through experience so much so that we will be able to operate the new computer carefully and effectively. This analogy is applicable to most of our worldly life. When the world we live in, i.e., Earth, was created, it is quite logical to imagine that she



was immaculate, which means without any virus like a new computer. But as time went, every sort of virus came into existence and started to delete and corrupt pious files from her temples and altars. As a result of the exponential proliferation and cataclysmic consequence of those viruses in the past countless eras and more alarmingly nowadays, behold, a time has come that the Earth, too, is badly in need of **formatting** and this process has been in place especially since the year 1914, i.e. as of the beginning of WWI, according to some paranormal experts and religious analysts. From that specific global event up until the present time, the Earth has never been lucky to have a sigh of relief; rather, she has been immersed in an ocean of fire whose severity of burning has drastically been increasing from time to time beyond record level. But surprisingly, no body seems to understand the time and take the necessary precaution before the great deluge comes into being. This phenomenon reminds us of the carelessness of antediluvians who had given no ear to prior admonitions.

*As it was in Noah's day, so will it be when the Son of Man comes. For in those days*

*before the Flood people were eating, drinking, taking wives, taking husbands, right up to the day Noah went into the ark, and they suspected nothing till the Flood came and swept all away. It will be like this when the Son of Man comes. (Matthew 24:37-40)*

Dear Readers, I am not trying to preach any of the religions herein. And I am not confined to any of the religious doctrines either. I claim to have freed myself from the shackles of myopic institutionalization, for I believe that it is not the institution that guarantees you salvation but it is your commitment on individual basis, not necessarily as a group, based on what you should/shouldn't do that makes you achieve your religious ambition. Here, I am trying to show you what have been said about the time we are in from different sources I was able to access Frankly speaking, if we see this time of ours from diverse perspectives with respect to the current global phenomena, which we can say they are precisely tailored to fit it, we may become astonished and may even at times tend to curse the day we were born like Job of the Bible, for it had exposed us to such painful end time predictions, as to my understanding, so to speak. In

fact, the agony may not be felt equally in all of us because as we are different in natural composition our reactions to such spiritual happenings are likely to be variable to the extent of being oblivious in the case of some nonchalant people. It is also good sometimes to give your back against certain incidents, but when you do, you have to weigh both the positive and negative impacts to avoid the unnecessary regret later in case fatal consequences of miscalculations come into being.

*Normally the amount of cosmic rays entering and striking the Earth is fairly constant, but now because of the meddling with the upper atmosphere by rockets traversing and bombs going off, the outer atmosphere's jet streams have been disturbed and diverted. Thus there are temperature inversions so that hot air perhaps cannot rise and whole lands become parched through lack of rain and through excess of heat. Temperature zones throughout the world are changing, mainly for the worse, and unless mankind rises up to control those who desire war, then mankind is going to have a pretty sorry time before they have a better time. Temperature zones throughout the world are changing, mainly for the worse, and unless mankind rises up to control those who desire war, then mankind is going to have a pretty sorry time before they have a better time.*



*time before they have a better time. However, we are now in the Age of Kali, the Age of pain, suffering, and despair. Soon will come the dawn when Man can again hope and know that he is progressing towards greater things, greater happiness, greater spirituality, and greater faith in his fellow men.*(Chapters of Life, T.L Rampa)

As to my understanding, I don't think we need any foreseer or interpreter now at this very moment to tell us what will happen in the very near future. It is not a matter of saying, "mark my words", or a sort of "whether you believe it or not" stuff. A time for such expressions has lapsed. We can simply deduce from what has been seen happening that our Earth is under reformation.

Here below I would like to remind you some global calamities I jotted down from my TV channels' news bar [Aljazeera, Press, BBC et al] when I was writing this piece [10/10/2010];

**Torrential rain and consequential floods and landslides:**

In Pakistan over 1,600+28 (flood and landslide) people died and thousands remained missing, 20,000,000 people affected, over 700,000 houses destroyed. more than 5,000,000 people need urgent

food aid, millions evacuated, the continuing rain set a major problem on the rescuing efforts, many provinces along with farms submerged, infrastructures destroyed, the impact of the disaster has been found to be incalculable, the eruption of waterborne diseases feared to entail epidemics like cholera. In China over 1,200 people died and more over 1,300 missing, infrastructures, farms and many houses destroyed. In Indian Kashmir 153 people died, over 400 missing. Central Europe (Germany, Poland, and Czech Rep.) 15 people died, houses and infrastructures destroyed, over 1,400 evacuated. North Korea casualty not explained but 5,500 houses destroyed, 45,000 people evacuated, 15,000 hectare of farm submerged, and infrastructures heavily damaged. The accidents were not stopped.

**Fire and Related Disasters:**

In Russia, wildfire killed over 50 people and burnt a fifth of the country's wheat harvest along with a large portion of the forest, due to the fire's toxic gas emission residents of Moscow poisoned, smogged and over 700 people die daily, the accident was not yet under control. In Portugal wildfire was consuming the country's forest, no casualty reported. In China, goldmine fire killed

several employees. In Argentina, 33 mining workers blocked in a cave of 300 meters depth. In Afghanistan, 10 NGO employees killed by the Taliban for their being "Christian Missionaries", some 11 NATO soldiers killed in various ambush attacks by the Taliban. In Iraq, as the contemporary tradition dictates it, over 150 people killed by suicidal bombers in Basra, Fallujah, Ramadi, and other places. In Greenland, a country-size iceberg detached from its former place and created an island of ice that blocks a passage there around. Iran introduced her new submarine that could protect her warships on the Persian sea. Iran announced that she will extend any assistance to Lebanon and Syria if they ask her to foil any offensive from Israel. North Korea fired artillery within her own territory to test her military might. The ex-president of Cuba, Fidel Castro, warned the US that Israel and US should refrain from attacking Iran, if they do so, the world will face nuclear arsenals. Some 433 banks in the US are nearly to declare bankruptcy due to global economic melt down. The unemployment rate is upping in the US very alarmingly. The price of grains especially of wheat is soaring up due to the wildfire in Russia.



The oil spill in the Gulf of Mexico is not yet solved, though the CEO announced the contrary and the surrounding residents are demanding compensation. The Al Shabab of Somalia warned three NGOs to get out of the country; otherwise, they will 'join the majority' and become martyrs of their objectives, be it humanistic or religious. The Gazans are out of power supply due to the discord between Hamas and Fattah (aka PA). The US and S. Korea are planning to show off their might by joint maneuver to be carried out soon. ...

OK, what do you feel now at this very moment? Have these pieces of alarming news information evoked your emotion? In what way – sympathetically or otherwise or may be you remained apathetic? Have you felt something promising for the betterment of our future or the opposite? I believe there could be so many other similar incidents worldwide which I haven't been able to

access. These are simply the ones I have gleaned yesterday and today on certain TV channels, not from all channels of our planet though. As tomorrow is another day, I am

sure this list will go on unabatedly in a frightening manner if I keep on writing the terrifying catastrophes worldwide until this bulletin is published. But I promised to myself that I will never add anymore even the world passes away for good except developments in regard to the aforesaid ones.

I totally understand that depending on the intrinsic energy with which we are powered, and our natural bent thereof, the reaction we have to such news of the current world varies tremendously. Some of us may say, "Then what? What is so special? Hasn't been the same from the very beginning of Time? ..." And some of us who have had an exposure to some readings like the Malthusian and Neo-Malthusian theories may nonchalantly opine, "Well, this is not something astonishing. This is the way that nature preserves her balance. So we don't have to give a damn. This is just like a birth control by Ms Nature." More on this, some of us who have some readings on occultism and religious scripts may suggest, "Wow, does it mean the End Time predictions of Nostradamus,

the Mayans, and many others are getting realized? Are we going to face the so called 'eighth millennium' in which the world is going to be reset? Does it mean we are going to change this dimension and enter another one to which we are expected to traverse a higher vibration for the best alignment with the new form of existence on an intergalactic basis? Will there be another Bing Bang?..." Questions after questions go on incessantly.... Whether we believe it or not, when we see our world from different angles it seems that she needs a sort of formatting and be it fortunate or unfortunate, it also seems inevitable that she will soon get this service of formatting and consequently the next step, the reconfiguration, will take place soon. This long awaited process of cleaning the planet has already been started long some time back and by now the job is being done rapidly as if the deadline is approaching. Understand-ably, we cannot see here all the predictions that have been foretold centuries or thousands of years ago. But we can go through some of them so that we are able to surmise what will/will not



happen in the time to come ahead.

For convenience, let's use the phrase "According to..." and be patient to skim over some "According to"s.

According to the Christian bible, it goes without saying that many Christians now believe this time around is a time in which the predictions of the Holy Bible are supposed to becoming realized. Though most of the predictions, especially in regard to the frightening phenomena that are taking place nowadays, are similar with those of other prophecies, the Christian bible relates all these disastrous calamities as the sign of the second coming of Jesus Christ in Whose name the religion is called after His departure.

*Alas for those with child, or with the babies at the breast, when those days come. [the days of the great tribulations] ...For then there will be great distress such as, until now, since the world began, there never has been, nor ever will be again. And if that time had not been shortened, no one would have survived; but shortened that time shall be, for the sake of those who are chosen. ... Immediately after the distress of those days the sun will be darkened, the moon will lose its brightness, the stars will fall from the sky and the powers of heaven will be shaken. ...Take the fig tree as*

*a parable; as soon as its twigs grow supple and its leaves come out, you know that summer is near: So with you when you see all these things: know that he is near, at the very gates. I tell you solemnly, before this generation has passed away all these things will have taken place. Heaven and earth will pass away, but my words will never pass away. Matthew 24: 15-36)*

Though the Christian religion has countless denominations, almost all of them admit that the current worldly situations, including the revival of the fig tree which is said to be symbolizing the temporary State of Israel, indicate the second coming of Jesus Christ, and when He does, they believe that there is a magnificent change to the status quo of planet Earth to the extent of resetting the configuration soon after the greatest formatting expected ahead.

According to Judaism, the End Times are called The End of Days as is most frequently stated in the Tanakh of their religious book other than their widely known books of the Talmud and Torah. As a matter of religious fact, the Jews believe that their Messiah is not yet born and they are waiting for that day. They believe at the End of Days there will be many

wonderful happenings in the world, such as the coming into this world of their Messiah, the gathering of the Jewish people from all over the world to the promised land of Israel, the change of the desert land of Israel into a fruitful garden, the rebuilding of the Temple of Solomon, etc. In regard to the tribulations in the End Times, i.e. before the Era of their Messiah emerges and that Messiah becomes the new leader of the world, they share those of the tumultuous days of the Old Testament of the Christian Bible. But after the great calamity they believe that the people of the world:

*"... shall beat their swords into plowshares and their spears into pruning hooks; nation will not lift sword against nation and they will no longer study warfare (Isaiah 2:4)."*

*"And at that time there will be no hunger or war, no jealousy or rivalry. For the good will be plentiful, and all delicacies available as dust."*

*The entire occupation of the world will be only to know God... the people of Israel will be of great wisdom; they will perceive the esoteric truths and comprehend their Creator's wisdom as is the capacity of man. As it is written (Isaiah 11:9): "For the earth shall be filled with the knowledge of God, as the waters cover the sea."*

According to the Islamic eschatology, Muslims also believe that there is a day of Qiyamah



(Judgment), on which Allah will be winnowing His people from those of the people of Sheiten(Satan). Though there are some differences among the Islamic factions of especially Sunni and Shia, in most cases their takes on the Qiyamah day have many similarities and both have major and minor signs that prelude this decisive event in man's life on Earth.

*As in Christian prophecy, Islamic end time prophecy talks of a Day of Judgment, one called Qiyamah. The Judgment Day - Qiyamah - parallel is just one of several similarities between Christian and Islamic doomsday prophecy. Be-sides Qiyamah. Islamic prophecy about the end time talks of cataclysmic events, a Great War (Al-Malhamah Al-Kubrah), the emergence of a savior (Imam Mahdi), the return of Jesus (the Prophet Isa), and the presence of a false prophet (the Dajjal) in the period leading to Qiyamah. (from one yahoo group site)*

The following signs are some of the major ones which indicate the approaching of the Last Day in Islamic religion.

1. You will see people entering religion of God in crowds. (Qur'an Surat an-Nasr, 1-2)
2. The coming of an Antichrist (evil), Imam Mahdi and then Prophet Jesus (who will combine forces of good, against evil), (Qur'an 43:61)
3. The blowing of Trumpet and the minor signs will precede them.

4. The Sun will rise from the West instead of the East.
5. The Earth will experience such big an earthquake that will cause mountains to crush down, the Earth's inner body will break out and the Earth would be stretched out.
6. Earthquake from the East, The West, and one in the Arabian Peninsula
7. Gog(yahjuj) & Magog(mahjuj) will be released and will destroy the crops, animals, water and kill everything. Prophet Isa will take all the believers to the mountains and Allah will finally send worm to wipe out the barbaric creatures.
8. Smoke will spread and cause non-believers to fall ill whereas the believers will have caught a mere cold. Later, Allah will send a cold wind, killing all the believers leaving only the Kufaars to see the last day till the Day of Judgment will arrive.

The holy scriptures of major religions in the world, that is Judaism, Christianity, and Islam, have more or less similar scenario of the End Time we are talking about. It is also understandable that their source is nearly the same when we read their Talmudic or Biblical or Quranic books. Let me give you the following summary of the Quranic End Time signs.

*Abu Musa Ash'ari (R.A.) narrates that the prophet Muhammed (PBUH) said, "Qiyamah (the end day) will come..."*

- \* *When it will be regarded as a shame to act on Quranic injunctions.*
- \* *When untrustworthy people will be regarded as trustworthy and*

*the trustworthy will be regarded as untrustworthy.*

- \* *When it will be hot in winter (and vice versa).*
- \* *When the length of days is stretched, i.e. a journey of a few days is covered in a matter of hours.*
- \* *When orators and lecturers lie openly.*
- \* *When people dispute over petty issues.*
- \* *When women with children come displeased on account of them bearing offspring, and barren women remain happy on account of having no responsibility of offspring.*
- \* *When oppression, jealousy, and greed become the order of the day.*
- \* *When people blatantly follow their passions and whims.*
- \* *When lies prevail over the truth.*
- \* *When violence, bloodshed and anarchy become common.*
- \* *When immorality overtakes shamelessness and is perpetrated publicly.*
- \* *When legislation matters pertaining to Deen is handed over to the worst elements of the Ummat, and if people accept them and are satisfied with their findings, then such persons will not smell the fragrance of Jannat.*
- \* *When the offspring become a cause of grief and anger (for their parents). The following is part of a lengthy Hadith narrated by Hadhrat Abdullah Ibn Mas'ood (R.A.) when he inquired from Rasulallah (Sallallahu Alayhi Wassallam) about the Signs of Qiyamah.*
- \* *Music and musical instruments will be found in every home.*
- \* *People will indulge in homosexuality.*



- \* There will be an abundance of illegitimate children.
- \* There will be an abundance of critics, tale-carriers, backbiters and taunters in society.
- \* People will establish ties with strangers and sever relations with their near and dear ones.
- \* Hypocrites will be in control of the affairs of the community and evil, immoral people will be at the helm of business establishments.
- \* The Masjid will be decorated, but the hearts of the people will be devoid of guidance.
- \* The courtyards of Masjids will be built beautifully and high mimbars (pulpits) will be erected.
- \* Gangsters and evil people will prevail.
- \* Various wines will be consumed excessively.

(Source: Doomsday scenarios in the religions – website)

According to the Bahai religion, Bahahula, an Iranian founder of this religion around mid 19<sup>th</sup> century, had written down various prophecies including the rise and fall of communism, the eruption of world wars, and many other things to happen in his future time before he passed away. Bahahula is said to have formulated the doctrines and canons of His religion from the holy books of both Islamic and Christian religions. This esteemed citizen of our planet has fantastic legacies that are enshrined by His

followers all over the world. He recommended the importance of uniting the people of the world in language and religion so much so that they would be benefited from the harmonious relationship thereof. The unity of the people of the world in everything mainly in religion, language, and race are the core beliefs of Bahai.

*"O members of parliaments throughout the world! Select ye a single language for the use of all on earth, and adopt ye likewise a common script. ... This will be the cause of unity, could ye but comprehend it, and the greatest instrument for promoting harmony and civilization, would that ye might understand!"* (Baha'u'llah, Kitab-i-Aqdas, 1873)

*"The unity of the human race, as envisaged by Bahá'u'lláh, implies the establishment of a world commonwealth in which all nations, races, creeds and classes are closely and permanently united, and in which the autonomy of its state members and the personal freedom and initiative of the individuals that compose them are definitely and completely safeguarded ..."*

*"A world federal system, ruling the whole earth and exercising unchallengeable authority over its unimaginably vast resources, blending and embodying the ideals of both the East and the West, liberated from the curse of war and its miseries, and bent on the exploitation of all the available sources of energy on the surface of the planet, a system in which Force is made the servant of Justice, whose life is sustained by its universal recognition of one God and by its allegiance to one common Revelation—such is the goal towards*

*which humanity, impelled by the unifying forces of life, is moving."* (Shoghi Effendi, The Unfoldment of World Civilization, 1936).

According to Jehova's witnesses, who mostly share the biblical prophecies from both the old and the new testaments, Jesus Christ along with His 144,000 co-rulers will rule Earth for 1000 years and change it to Paradise after the great war of Armageddon, between the Gogs and the Magogs (both are supposed to be enemies of God), they believe to be broken out between the good spirits led by Jesus and the evil spirit commanded by Satan. Before Jesus is anointed to rule this world, they say, God will cleanse the Earth from all its wickedness and Satan will be bound for 1000 years so that he will be deprived of the golden chance he has now to mislead people into committing sins and crimes against the will of God. The following are some of the predictions of the Jehova's Witnesses:

1. In October 1914, at the end of "seven times" Christ was installed as king in heaven and Satan and his angels were hurled down to the earth, marking the beginning of the end times ("last days").
2. Fulfillment of prophecies in Matthew 24, Mark 13, and Luke 21 about the "conclusion of the system of things" has occurred since 1914 to provide a composite "sign" that Jesus' invisible presence in heaven has begun.



1. *There will be a worldwide "cry of 'peace and security'" before the "great tribulation" begins.*
2. *All religions, represented by the Babylon the Great, except Jehovah's Witnesses, will be destroyed by the United Nations.*
3. *Satan will attack God's people.*

*Political rulers and other wicked people will be destroyed by God at Armageddon.*

According to Buddhism, the Last Day after which a new Buddha, in the name of Maitreya, comes and renews the old teachings of the former Buddha is indirectly indicated by the founder of the religion, Guatama Buddha, in such a way that the coming spiritual leader will rediscover the path to Nirvana (निरवृत्ति). This spiritual leader is believed to be residing in one of the heavens before He manifests Himself when His time of rebirth or reincarnation becomes eminent most probably in the near future. Before the second coming of the reincarnated Buddha, the following misconducts should rampantly be observed on Earth.

According to the Sutta Patika the "ten moral courses of conduct" will disappear and people will follow the ten amoral concepts of theft, violence, murder, lying, evil speaking, adultery, abusive

and idle talk, covetousness and ill will, wanton greed, and perverted lust resulting in skyrocketing poverty and the end of the worldly laws of true dharma.

As part of Buddhist eschatology, it is believed that the era leading up to the coming of the next Buddha Maitreya will be characterized by impiety, physical weakness, sexual depravity and general societal disarray. (Wikipedia).

According to Zoroastrianism, which is one of the oldest philosophies that dates back to 500BC, the golden age after the End Time is projected in such a way that Earth itself will be changed into Paradise and thenceforth all sorts of evil intentions and actions will give way for the prevalence of love and harmony amongst the people of this planet.

According to Zoroastrian philosophy :

*"...at the end of thy tenth hundredth winter...the sun is more unseen and more spotted; the year, month, and day are shorter; and the earth is more barren; and the crop will not yield the seed; and men ... become more deceitful and more given to vile practices. have no gratitude."*

*"Honorable wealth will all proceed to those of perverted faith...and a dark cloud makes the whole sky night...and it will rain more noxious creatures than winter." At the end of this spiritual*

*battle between the righteous and wicked, a final judgment of all souls will occur. Sinners whose bad deeds are more than their good deeds will be punished for 3 days, but will eventually be forgiven. The world will reach perfection as all evil traits such as poverty, old age, disease, thirst, hunger, and death will disappear from the earth. (Wikipedia)*

According to Hinduism, which has many things in common with Buddhism, when a society reaches a state of complete decadence in everything, the supreme power descends and corrects the anomalous situation. The time we are in is, according to the Hindus, the age of the penultimate Yug of the four Yugs (ages) which is known as Kali Yuga or the Dark Age and they believe that the Earth is nearing its final Golden Age. In this regard, the current condition of our planet indicates the inevitability of an external visitor, an Avatar like Jesus, in order to adjust the grotesque image of this world.

Hindu traditional prophecies, as described in the Puranas and several other texts, say that the world shall fall into chaos and degradation. There will then be a rapid influx of perversity, greed and conflict, and this state has been described as:



described as:

*"Whenever there is decay of righteousness and a rise of unrighteousness, then I manifest Myself!" Bhagavad Gita (Chapter IV -7)*

Thus, whenever there is intolerable evil and chaos in the world, there is an appearance of an avatar. In the current yuga, known as the Kali (the most evil) yuga, *"The Lord shall manifest Himself as the Kalki... He will establish righteousness upon the earth and the minds of the people will become as pure as crystal."*

According to the End Time prediction of the ancient Mayan people, planet Earth will cease to exist in her present form as of the dawn of December 21, 2012 (some say Dec. 22 of the same year). Some pessimists say planet Earth will collide with an asteroid called Nibiru from the outer space, some others also say that the fate of Earth depends on our thinking and belief and the will power we have to change ourselves towards using our positive energy. So many scholars and researchers of both the scientific and mystic knowledge have tried to make sense of the Mayan predictions based on the Mayans' controversial calendar which is said to be ending on Dec. 21, 2012. Though many researchers believe that our earth will face

a great catastrophe in between the years 2006 to 2016 according to the Mayan and Hopi predictions, some others argue that there is a time of more than 200 years for the prophecies to be fulfilled. Nonetheless, it is more imperative to observe the current global happenings and admit that many incidents are gearing towards a certain persuasive magnitude which tempts us not to rule out our reservation that there would be something in the near future, though it may not be religiously right and logically viable to set a deadline as to when exactly it happens. I personally prefer here to pay attention to what Jesus said: *"But as for that day and hour, nobody knows it, neither the angels of heavens, nor the Son, no one but the Father only."* (Mat. 24:36)

*Both the Hopis and Mayans recognize that we are approaching the end of a World Age... In both cases, however, the Hopi and Mayan elders do not prophesy that everything will come to an end. Rather, this is a time of transition from one World Age into another. The message they give concerns our making a choice of how we enter the future ahead. Our moving through with either resistance or acceptance will determine whether the transition will happen with cataclysmic changes or gradual peace and tranquility. The same theme can be found reflected in the prophecies of many other Native American visionaries from Black Elk to Sun Bear.*

*This concept that we can make choices concerning our future destinies is one found not only in Native American prophecies but is really an essential ingredient in all true prophetic pronouncements. True prophecy is meant to be a reflection on the hidden natures and motivations of human behavior, both individually and collectively, as well as the future options based on the human ability to make a choice. True prophecy is thus more than merely a forecast. Its purpose is to provide the lesson that is to be learned from a potential future prognostication so that, if possible, the lesson is accepted and processed beforehand. Thus the course of the future can actually be changed, and a different pathway of prophesied events can be manifested into reality. (wikipedia)*

The Mayans have about seven predictions one of which is the following:

*The second Mayan prophecy announced that the behavior of humans would change on the eclipse of August 11, 1999; they maintained that humans would either lose control of their emotions or strengthen their inner peace. On that day we saw a ring of fire cut across the sky. The physical changes i.e. the sun will alter man's behavior.*

*A collective conscience could appear: events which separate us but also unite us, such as aggression, hate, families falling apart, as well as ideological, religious, or nationality confrontations. Of course, at the same time, more people will find peace, control their emotions, be more tolerant, respectful, and comprehensive; mankind will have a higher level of internal energy.*

It is quite understandable that there are thousands of religions, faiths, beliefs, and/or philosophies in the world. I would have mentioned the End Time predictions of all of them here if we hadn't time



and space limitations. Nevertheless, I should tell you with regret that I failed to get that of the prediction of Satanists, though I tried my best to contact them through their email. This is not only a matter of being fair; it is rather a matter of being both curious and fair as well. If anyone is interested to join the Church of Satan, though the process may take a year or so and the registration fee is a bit pinching (208.00 dollars), it is his/her right so long as s/he qualifies to be the disciple of His Excellency the Fallen and the Most Knowledgeable Satan. By the way, this church was established in 1966 by the renowned American scholar Anton Szandor LaVey (1930 – 1997) and by now the church has millions of followers all over the world, worshipping Satan openly or otherwise; after all, it, too, is a church and shouldn't be discriminated. And its members are not the poor like you and me, in case you claim to be so, I mean; they are millionaires and billionaires from all walks of life; politicians, musicians, artists from Hollywood of the US to the Bollywood of India, etc. Anyhow, as I mentioned earlier, even though I emailed

them, I was not able to get any reply. Therefore, I should consult the Christian Bible from which LaVey's Satanic Bible was derived to have you at least a quotation.

*And he had power to give life unto the image of the beast, that the image of the beast should both speak, and cause that as many as would not worship the image of the beast should be killed. And he causeth all, both small and great, rich and poor, free and bond, to receive a mark in their right hand, or in their foreheads: And that no man might buy or sell, save he that had the mark, or the name of the beast, or the number of his name. Here is wisdom. Let him that hath understanding count the number of the beast: for it is the number of a man; and his number is Six hundred threescore and six. (Revelation 13: 15-18)*

Before I go to other predictions, let me say few words about this oft-reiterated number, 666, the number of the beast as the bible says so, to the coronation ceremony of which currently four renowned international political and religious candidates are said to be competing, according to some prognoses. I don't think my readers are oblivious of this internationally famous and/or infamous number, depending on the beholder. On my behalf, I have been trying to look into it since the time I happened to know the existence of a world beyond the horizons of my place of

birth. And come what may, I shall be honest to tell you the fact that I believe in most of the predictions mentioned herein or otherwise excepting their time of fulfillment. One of the reasons for my shyness in regard to accepting the predicted time of accomplishment is but the difference of time dimension at an intergalactic level.

What do you think of 666? Have you ever heard of signs that represent good and evil? Do you ever think of signs that all other than traffic signs? Apart from signs that are used in geography and other subjects, it is quite clear that we have hundreds of national and universal symbols which stand for various secular and religious concepts or interpretations. In this regard, you may recall by now what the domestic animals sheep and goat symbolize, though the symbolization itself may hold varied representations, like for example, 'sheep' can mean 'foolish' and 'goat' the opposite. But in a higher perspective, we know that this is not the case. Hence, when Jesus said that the sheep would stand by His right side and the goats by His left side on the day of Judgment, He meant the good and the evil,



not the foolish and the cunning, the Lamp representing Himself while the goat standing for Satan.

If we give much of our attention to signs, frankly speaking life would be very complicated and frightening as well. But it is not my intention to frighten you here now. Nonetheless, I would like to pinpoint some global facts that are subtly casting their shadow on millions of people in the contemporary world. The flags of some 54 countries along with the emblems of scores of organizations worldwide have a design of either pentagrammatic or hexagrammatic stellar pictures which are said to be symbolizing Mr. Satan. Though knowingly or unknowingly in many instances we see an overlap of signs between Satanic and non-Satanic factions.

Nevertheless, consider something fishy specially if you see one of the points of the star is indicating downward to symbolize the spiritual and secular knowledge line of Lucifer, according to my readings on secret lodges and occultisms. Innumerable commercial goods and items are said to be exposed to the number of the beast globally through various

ways and mechanisms including the bar codes. The people engaged in this process of enhancing allegedly Satan's sinister agenda are believed to be delegates of him on Earth to establish a New World Order with an extremely less density of population.

Ask people the code of the international computer system which is situated in Belgium, Brussels. Observe the films and movies, the rap and the reggae, the rock and pop, the boogie-woogie and blues, the meringue and cha-cha, the samba and salsa, the twist and ballet, the disco and the gala, the hip-hop and calypso, .... Observe how many renowned celebrities in various walks of life since the time immemorial have been preys and victims of this devastative glamour of negative force in our Universe. Observe, now, to what extent most people in the world are invaded by lack of morality, faithlessness, selfishness, unchecked prurience escorted by uncontrolled lewdness and promiscuity, megalomania, aggressiveness, deviation, misery, absurdity, mutual repulsion and the like. Observe how especially the youth in almost all over the world are becoming devoid of

their traditional and cultural touch and submitting to the euphoria of hashish and other addictions that make them insensitive towards anything. Observe to what extent this Mr Thingummy has usurped the religious power of many a great deity and misleads the congregation thereby. Look, for example, how adventurous a bishop is when His Holiness boldly preaches and beatifies the ritual importance of homosexuality. ... Who is doing this? For what purpose and what is so special to this age of human history that we are witnessing this general decadence? What is the reason behind all this worldly hustle? What causes people to hectically lead their life chasing after a mirage of satisfaction which can be seen afar but not at all tenable? By and large, in connection with the number of the beast, if you give a damn to and examine thoroughly what you eat or drink or clothe or read or write with and what have you, it is more likely that you will face this number tagged somewhere within you craftily so that you may not notice its presence. Suppose this is true, you may get used to it unconsciously through time. Moreover, try to observe



people how and with which sign of greetings they salute each other. "Take care; the time of real trouble has surely come, open up your eyes, try to see clearly before you are duped."

*During the last part of the Antichrist's reign..., people won't be using paper money anymore. The Antichrist One World Government will set up a One-World-Credit System, probably through the internet, where all members of the System who choose to worship the Antichrist instead of Jesus, will either be "branded"*

*with their own credit number, or injected with their own sub-skin (Personal Identification Number) PIN-Chip-Implant, in their "right hands or foreheads!"*

*The Antichrist government will use this new credit system to try to force everybody to either worship the Antichrist or starve to death, because no one will be able to buy or sell anymore without the "mark, or the name of the Beast, or the number of his name!"--Of the Antichrist! It says that the "number of the Beast...is the number of a man!" In other words, it will probably be an international PIN- or I.D.-number, that will become obligatory! People will either be branded with it, on or under the skin as an invisible Barcode, or be injected with an injectable chip--pre-programmed with other personal information, to make a foolproof Identification system that cannot be falsified, stolen*

*or lost! (The 666 Chip Implant "The Mark of the Beast"...)*

If we resort to individual seers, we can have hundreds of them in every age and in every country. In this regard, according to the French prophet Michel de

Nostredam, (1503- 1566) commonly known as Nostradamus, the end of the world is accompanied by three antichrists two of whom are said to have passed, according to analysts. They are Napoleon Bonaparte and Adolph Hitler. The third and the last one, who's largely expected to be one of the pontiffs, has not yet appeared in his full charisma of misleading people and desecrating the church along with her congregation. This French man, who's born from a Jewish family and converted to Christianity until he was about to die, had prophesied many things to come in a form of poems categorized as *centuries* and *quatrains*.

Century 2, Number 46.

"After great problems for humanity, a greater problem appears, as the millennium begins, floods, blood,.... steel, famine, and disease strike mankind, and in the sky a fire with a long trail of sparks is seen."

Century 1, Number 69.

"A mile-wide mountain (asteroid) strikes earth after there is peace, war, famine, and floods, the asteroid strike causes widespread flooding of nation, some of which are ancient.

Century 5, Number 8.

"There is launched live fire and death, terrible and Frightening, within the globes, during the night the city is destroyed by the fleet, the city set afire."

According to Mothershippton, a British prophetess who lived from 1488 to 1561, the End Time was predicted in poems like that of Nostradamus. This gifted woman had prophesied many incidents that have been happening since then and including the time ahead of us. By the way neither in the time of Nostradamus nor of Mothershippton was the level of civilization on Earth very advanced. Let's see some examples of her predictions whose fulfillments were observed from earlier to the present and are expected to be true in the future times too.

And roaring monsters with man atop  
Does seem to eat the verdant crop  
And men shall fly as birds do now  
And give away the horse and plough.

The kings shall false promise make  
And talk just for talking's sake  
And nations plan horrific war  
The like as never seen before  
And taxes rise and lively down  
And nations wear perpetual frown.

There'll be a sign for all to see  
Be sure that it will certain be.



Then love shall die and marriage  
cease  
And nations wane as babes decrease.  
[remember Europe's Birth Dearth]  
Yet greater sign there be to see  
As man nears latter century  
Three sleeping mountains gather  
breath  
And spew out mud, and ice and  
death.  
And earthquakes swallow town and  
town,  
In lands as yet to me unknown.

Man flees in terror from the floods  
And kills, and rapes and lies in blood  
And spilling blood by mankind's  
hands  
Will stain and bitter many lands

According to Tuesday  
Lobsang Rampa of the Tibetan  
sage, after the year 2000 the  
old atrocious and destructive  
age will give way for a new  
golden age. Nevertheless, he  
predicted that so many  
disastrous calamities will be  
eminent before the dawn of  
that prophesied golden time on  
Earth. This man claimed to  
have special psychic power  
( aka ESP) that could enable  
him to perform three  
extrasensory experiences;  
namely, astral travel,  
telepathy, and clairvoyance.

Using one or the other or a  
combination of these special  
skills, he asserted that he had  
examined the future  
phenomena of the world  
before he passed away in  
1980. He explains in his books  
(he has some 20 books and I  
have them in soft copy if you  
want to have a look at them)

that he could read the so called  
Akashic record and could tell  
what he saw in both  
directions, back and/or future.  
By the way this person, like  
some others, believes in the  
probability of predictions; that  
is, if for example people  
become sound and tolerant  
and try to resolve problems in  
peaceful manner, some, if not  
all, predictions may take  
another course and damages  
may be minimized or avoided.  
A person in the name Grey  
substantiates Rampa's stand:

"During my experience ... I was also  
shown events that are likely to  
happen in the near future, but was  
made to understand that nothing is  
absolutely fixed and that everything  
depends on how we choose to use  
our own free will, that even those  
events that are already predestined  
can be changed or modified by a  
change in our own way of relating to  
them." (Grey, 1985, p. 123, as taken  
by NDE Visions & Revelations of  
The Future, site)

The following is one of  
Rampa's predictions taken  
from his book published in  
1967.

In the year 2008 or so the  
Russians and the Chinese will  
settle their differences under the  
*stimulus of a much greater thing.*  
From far out in space, from  
*beyond this whole system, will*  
*come here and want to settle on*  
*this Earth. The humans already*  
*here will be fright-fully cross*  
*about it all, and they will look*  
*upon their unwanted guests with*  
*a jaundiced eye. For a time*  
*there will be a considerable*  
*commotion, however, eventually*  
*common sense and reason and*  
*reason will prevail.*

*The people from outer space  
will demonstrate peaceful  
intentions, and that is a thing  
sadly lacking on this Earth.  
In time the people from outer  
space shall settle down with  
the people who are native to  
this Earth, they will  
intermarry, all races will  
intermarry so that at last  
there shall be only one race  
and it shall be known as the  
Race of Tan because the  
mixture of all colours, white,  
black, yellow, and brown, will  
result in a very pleasant tan  
shade.*

*At this stage in the evolution  
of the Earth it shall be the  
Golden Age, the age of peace,  
the age of tranquility and of  
high occult knowledge. It shall  
be an age when Man, whether  
terrestrial Man or extra-  
terrestrial Man, shall get along  
harmoniously. (Chapters of  
Life, page 135)*

According to Edgar Cayce  
(1877 – 1945), an American  
self-induced psychic and a  
renowned celebrity, planet  
Earth will go through a  
disastrous change sometime in  
the future.

*Earth Changes: Cayce coined the  
term Earth Changes (later widely  
used in New Age writings), a  
reference to a series of cataclysm  
events which he prophesied would  
take place in future decades —  
notably including the Earth shifting  
on its axis, and most of California  
dropping into the Pacific Ocean  
following a catastrophic earthquake.  
(Wikipedia)*

In Portugal there is a small  
township called Fatima.  
There lived three peasant  
children, Lucia, Jacinta and  
Francisco, serving their  
parents as shepherds.



One day, while the sheep were grazing and they playing in the field, on October 13, 1917, they saw a flash of lightning which was later ascribed to be a luminous apparition which had been sent from Virgin Mary, Jesus' mother, according to witnesses. Among those children one, Lucia, became a nun while others died of pandemic diseases within the next three years. And Sister Lucia has passed away some years back in 1997. Among the predictions, the third one and that which tells the End Time has been kept untold by the Vatican up until present time purportedly for its sensational influence among the people, according to the church sources: In a letter to a Bishop, Sister Lucia wrote that there will be a great fire that will come to Earth and eat up all her children worldwide. And that turbulent time is expected to manifest itself in the near future.

According to Stephen Hawking, a renowned contemporary physicist, human beings have about 100 to 200 years to get out of the global problems we are immersed in. His recommendation is that human beings should colonize outer

space planets if they want to survive, for life on Earth will cease after the aforementioned time he calculated. His general stand is "abandon earth or face extinction". Let's see the following paragraph taken from his recent interview.

*"If we are the only intelligent beings in the galaxy, we should make sure we survive and continue. But we are entering an increasingly dangerous period of our history. Our population and our use of the finite resources of planet Earth are growing exponentially, along with our technical ability to change the environment for good or ill. But our genetic code still carries the selfish and aggressive instincts that were of survival advantage in the past. It will be difficult enough to avoid disaster in the next hundred years, let alone the next thousand or million. Our only chance of long-term survival is not to remain inward-looking on planet Earth, but to spread out into space. We have made remarkable progress in the last hundred years, but if we want to continue beyond the next hundred years, our future is in space. That is why I'm in favor of manned, or should I say, 'personed' spaceflight." (ZenaEthiopia, website)*

May I say something interesting in regard to our mothers and sisters? Be happy females, for the future is yours according to some other predictions I browsed. The age we are in is said to be the age of the yang (masculine) in which the dominance of males has been ineffably high. The sun of patriarchal dominance is nearing its setting and the

sun of gynecocracy is expected to prevail in the near future. According to some Seers the Supreme power has been greatly offended by the misrule of males by dint of their political, social, military, and familial dominance. Almost all the battles in human history were/still are ignited and stoked by stubbornly warmongering males. Therefore, the time ahead shall belong to the yin (feminine); we are observing the signs for the beginning of that golden era and they are currently being tested in some countries like in Argentina, Germany, Chile, Australia, Ukraine, India, and the US. This leadership of females will continue extensively until myopic masochists abandon their cruelty of mistreating women to the extent of barbarically stoning them to death in front of people including their kids for punitive measures. All these and other atrocities will be available to be read by historians only in history books after some decades, if and when the predictions will have held water. We hope they will apply their motherly charity and sisterly kindness in curing the wound of our planet that has severely been



inflicted by the chauvinist males for the last countless number of centuries when they will take over the leadership. Let it be so. Amen.

Let me come to the closure of my hodgepodge. In the first place, let me repeat it once more, it doesn't need any special knowledge to understand the fact that our Earth is in a state of severe illness the cure of which is not within sight. If you simply browse and have a look at what netters and authors have been posting or publishing, within an hour you will get a dose of crude knowledge that would make you crazy. And it is sometimes good to be crazy and get used to it through voluntary rehearsal before the real maddening situation comes and cracks your head. To your surprise, there are individuals in the US and elsewhere who are preparing for the last days' tribulations discussed here above to the extent of digging deep caves and accumulating preserved foods in case anything

happens any moment from now. You could suggest anything as a remedy. But of all the suggestions, advices, or instructions, the following attracts me most and, I believe, had the people of the world practically been compliant with this golden rule of cherishing love among us, by now we wouldn't have any threats that endanger our planet and haunt us day and night like a ghost.

*Owe no man any thing, but to love one another: for he that loveth another hath fulfilled the law. For this, Thou shalt not commit adultery, Thou shalt not kill, Thou shalt not steal, Thou shalt not bear false witness, Thou shalt not covet; and if there be any other commandment, it is briefly comprehended in this saying, namely, **Thou shalt love thy neighbour as thyself. Love worketh no ill to his neighbour: therefore love is the fulfilling of the law.***

Though I speak with the tongues of men and of angels, and have not charity [impartial love], I am become as sounding brass, or a tinkling cymbal. And though I have the gift of prophecy, and understand all mysteries, and all knowledge; and though I have all faith, so that I could remove mountains, and have not charity [impartial love], I am nothing. And though I bestow all my

goods to feed the poor, and though I give my body to be burned, and have not charity [impartial love], it profiteth me nothing. Charity [impartial love] suffereth long, and is kind; charity envieth not; charity vaunteth [boast] not itself, is not puffed up, Doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil; Rejoiceth not in iniquity, but rejoiceth in the truth; Beareth all things, believeth all things, hopeth all things, endureth all things. Charity never faileth: but whether there be prophecies, they shall fail; whether there be tongues, they shall cease; whether there be knowledge, it shall vanish away. [Romans 13; 1 Corinthians 13]

### Antiphon

As I look into my brother's eyes  
Holiness is what I recognize  
I see the truth in everyone  
Let us stand and live as one  
United everywhere  
With love replacing fear  
We are one, we are one  
It's the truth of who we are  
Everywhere let the flag of love unfurl  
In our hearts lies the truth  
Of the unity of life  
We are one and the truth of life is love

As I look into my sister's eyes  
Immortality is what I find  
From the eternal we have come  
Let us live in peace as one  
Coming together everywhere  
Let the flag of love unfurl  
In our hearts lies the truth  
of the unity in life.  
We are one and the truth of life is love.  
(From a Yahoogroup friend)

### The End:

*This, too, he said to me, 'Don't keep the prophecies in this book a secret, because the Time is close. Meanwhile let the sinner go on sinning, and the unclean continue to be unclean; let those who do good go on doing good, and those who are holy continue to be holy. Very soon now I shall be with you again, bringing the reward to be given to every man according to what he deserves. I am the Alpha and the Omega, the First and the Last, the Beginning and the End. Happy are those who will have washed their robes clean, so that they will have the right to feed on the tree of life and can come through the gate into the city. These others must stay outside: dogs, fortune-tellers, and fornicators, and murderers, and idolaters, and every one of false speech and false life. ... The one who guarantees these revelations repeats his promise; I shall indeed be with you soon. Amen; come, Lord Jesus. May the grace of the Lord Jesus be with you all. Amen. (Revelation 22: 10 +)*

*"Nothing is said which has not been said before." Terence (c.190-159BC, Roman Playwright)*





**እስከ ምን ድረስ?**

ከገጽ 80 የዞረ

ሦስቱ የክረምት ወራት ማለትም 'ሠኔ'፣ 'ሐምሌ'፣ እና 'ነሐሴ' እንደቅደም ተከተላቸው የሚከተሉትን ትርጓሜዎች ይዘዋል። ሠኔ 'ሠን' ከሚል ቃል የተወረሰ ከመመገቢያ ሳህን የሚል ትርጉም ሲኖረው፣ 'ሐምሌ' ደግሞ 'ሐምራ' ከሚል ቃል የወጣ ሆኖ የደም ግባት፣ ወዘተ ውበት የሚል ትርጉም አለው። እንደሚታወቀው 'ሐምል' ማለት ሐመልማል (አመልማል) የቅባት ዘይት ተክለ ቡቃያ ነው፤ ነሐሴን በተመለከተ ደግሞ የሚከተለው ተብሏል ነሐሴ ነሐሰ ከሚል ቡቃያ ነው የመጣው። ነሐሴን በተመለከተ ደግሞ የሚከተለው ተብሏል፤ ነሐሴ 'ነሐስ' ከሚል

የተወረሰ ሲሆን ነሐስ ደግሞ ከከበሩት የብረት ዓይነቶች አንዱ ነው። ከላይ ለማየት እንደሚቻለው ሦስቱ የክረምት ወራት አመጣጣቸው (origin) ጠቋሚ ናቸው።

አሥራ ሰባተኛው ወር ጳጉሜ (ባ-ጉሜ) የክረምቱን ወቅት ጠቋሚ የሆነ ስያሜ ነው። ጳ (የየዋህነት) ተምሳሌት የሆነውን የበግ ድምፅ ሲያሳይ 'ጉሜ' ደግሞ የኔ ጉም ማለት ነው። ግርማቸውም በመጽሐፉ በልጅነታችን ፀሐዬ ለእኔ! ለእኔ! ደመናም ለጉመኔ ብለን ተጫውተናል እንደሚባለው ዓይነት ነው ይሉናል።

የኢትዮጵያ ወራት ስያሜ ከሞላ ጎደል ከላይ የተጠቀሱትን ትርጓሜዎች ያሳያል። እርስዎም ይህንን ጽሑፍ አንብበው ምናልባት እራስዎን

'እስከ ምን ድረስ' ብለው በመጠየቅ ተጨማሪ ለማወቅና ያወቁትንም ለማካፈል ይነሳሱ ይሆናል በዋናነት ማለት የሚቻለው ግን ተማሪዎች ርዕሰ ጉዳዩ አነቃቂና አሳታፊ ሆኖ እንደሚያገኙት መገመት ይቻላል። ከራሱ በመነሳት ግን በተማሪዎች ላይ ይህንን እንዳየሁት ልመሰክር እወዳለሁ፤ በዚህ አጋጣሚ ለፀሐፊ ግርማቸው ላቀው የኢትዮጵያን ወራቶች አስመልክቶ ላቀረበልን መረጃ ከፍተኛ አድናቆቱ ይድረስ እላለሁ።

**ዋቢ መጽሐፍ (Reference)**  
 ግርማቸው ላቀው (1999) የአገራችን ኢትዮጵያ 13 ወራትና የሳምንቱ ሰባቱ ቀናት ትርጉምና ምሥጢራቸው ፣ አዲስ አበባ



**Take care of tricky spellings like these ones:**

Achieve	Believe	Belief	Besiege	Buffet	Ceiling	Characteristics
Conceive	Conceit	Conception	Deceive	Deceit	Deception	Describe
Description	Mischief	Mischievous	Perceive	Perception	Prescribe	Prescription
Receive	Receipt	Reception	Relieve	Relief	Redeem	Redemption
Sieve	Sift	Thieve	Theft	Weird	Resume	Résumé

ልጃገረድ፣ "አንተን ባየሁ ቁጥር አንድ ትልቅ ሰው ይታወሰኛል።"  
 ተወድጃለሁ ባይ፣ "ታደዬ! ማነው?" ይላታል።  
 ልጃገረድ፣ "ቻርልስ ጻርዊን" ስትል ትመልስለታለች።  
 ተወድጃለሁ ባይ፣ "ለምንድን ነው እሱ የሚታወስሽ?"  
 ልጃገረድ፣ "ሰው ከዝንጀሮ ነው የመጣው የሚል ሐሳብ ያቀረበው እሱ ነበራ!"  
 ከ "ፈገግታ" የቀልዶች ስብስብ መጽሐፍ የተወሰደ





## Ordeals of lodgers in Addis

Muluaem Denbegna, Ethiopia Press Agency

It is a universally acknowledged truth that shelter is one of the basic necessities of man. However, in some parts of the country particularly in Addis Ababa having a private house is becoming a luxury. This situation has created a golden opportunity for those metropolitans who have built their houses in the "good old days" to rent out their residences and garner a good sum of non-taxable income.

The rate of rent payment varies according to the type of the house, the number of rooms it contains, the place where it is situated, its access to different social amenities and other relevant factors. Grossly speaking, the closer you are to the centre of the city, the higher will be the rent payment.

While renting a house has become the source of good income to the lessors, on the contrary it has turned out to be the source of various hardships to the other party- the lodgers. The objective of this short piece of article is to shed some light into the ordeals suffered by lodgers in the metropolis.

The misery of lodgers begins right from the time when they set out to search for a house to lodge in. To find a house for rent, firstly you need to contact house brokers, who seem to have lost the word "truth" in their stock of vocabulary. Once

you tell them you are in need of such and such type of house to rent, they will tell you without a second thought that they have a house that exactly fits your description. Believing their words, you start to thank God inwardly for helping you find a house of your choice without much wastage of time and energy.

Then, you go to the house under the guidance of the broker, the transportation at your expense, if it is a little bit far. (The cunning brokers do not like the idea of taking you to the house at the expense of their legs). On your way to the house, the broker gives you a stunning explanation about the spaciousness and attractiveness of the house, the saintliness of the lessors, the security of the compound and the surrounding area until you feel that you are heading towards an earthly paradise.

When you reach the house, you find yourself in a situation, which starkly contradicts with the description of the broker. Or-

deal number two begins right there and then. The lessors described by the broker as "earthly saints" welcome you with ice cold reception and suspicious eyes. They show you the house in a gesture denoting contempt.

To your great dismay, the house which was illustrated by the broker as spacious as a palace; even enough for horse riding – in a traditional way of expression, will have been too narrow even to properly accommodate your bed. Then comes the lengthy interview of the lessors. They ask you with a tone of an owner every personal question until you feel that the cursed broker has secretly brought you to a place where suspected criminals are interrogated. Your salary, marital status, religion, race, academic qualification, conduct, affiliation to drugs and alcoholic drinks are the commonest subjects questioned by the owners. Since you have a housing problem, you don't have any option except swallowing your pride and giving answers to such degrading inquires and giving answers to such degrading inquires.

The third ordeal manifests itself when you set out to transport your household materials to the residence you managed to rent after a tiresome negotiation, which usually culminates in favor of the owners.



You must get the permission and good will of the youngsters in the respective localities to load and unload your belongings.

When the vehicle carrying your household furniture arrives at the vicinity of the house, it would immediately be surrounded by several youngsters who come out of the blue. They are there to 'help' you unload your belongings, in -fact with charge that may exceed even the rental fee itself. You cannot refuse their offer for help. If you do, your belongings will be held hostage on the vehicle for an indefinite period of time. You would not have the guts to call for the intervention of the police for fear of future retributions. The charge for unloading could not be presented for bargain. It has already been fixed by the youngsters "taking into consideration the quantity of the furniture to be unloaded and your financial capacity," as they claim. The property which could be exposed to damages during the course of transportation and the loading-unloading process shouldn't also be forgotten.

The fourth and worst form of the misery unfolds when you begin to live in the rented house. In spite of your

relentless efforts to fend off disagreements, you will find yourself one day at loggerheads with the lessors. The causes of conflicts are numerous. Most of them are inconsequential, at least for you. Your consumption of electricity, water and other facilities could put you on bad terms with your landlords. The number of your relatives and friends, who visit your house, may irritate the lessors. A friend of mine, for example, told me that he received a last warning because he frequented the toilet due to bowel problems. If you fail one miserable day to get into your house on time due to unforeseeable reasons, the lessors will tell you with clear terms that they have not hired a guard, who would stay late at night and open the gate for you. What choice do you have? You hurry yourself to your home before the sun sets and lullaby yourself into sleep before even the 8:00p.m evening news.

Apart from the monthly rent payment, some lessors want you to add some "fringe benefits". For such lessors it is your duty to bring some gifts in kind or in cash especially during holidays. If you happen to be a driver and the nature of your profession takes you out of the city, you are expected to bring them a quintal of

'teff', or some kilogram of butter or at least a sack of charcoal and some firewood, the cost of which would partially or fully be covered by you, my poor friend. Inability to abide by the rules and regulations of your lessors could cause you to be fired from their house at anytime even without any premonition. One of the causes of conflicts listed above could be taken as a pretext for your dismissal. When "God-fearing and polite" lessors want you to get out from their homes, they double the rent telling you that they could not withstand your high electric consumption or other facilities like, say, the toilet is getting full within a short period of time due to your vast number of family and visitors. Others ask you to leave the house, as their son or other member of the family is coming from the States for a vacation. The lessors, who are a little bit harsh, come to your home early in the morning as if they are to break a bad news and tell you to pack up your things and leave the house at once. Why? Only the Heavens know. What other option do you have except leaving the house vowing once again to build your own house, if at all you have been clever enough to drop in one of the banks, and beseeching God to shorten the days of your ordeals?



# የመጽሐፍ ግምገማ



**የመጽሐፍ ርዕስ፡ የክፍተኛ ትምህርት ጥራት በኢትዮጵያ የህዝብ ተቋማት ያዘጋጀው፣ የማህበራዊ ጥናት መድረክ**  
**የገጽ ብዛት፡ 266 (መግቢያውንና ሌሎች የፊት ገጾችን ሳይጨምር)**  
**የታተመበት ዓ.ም፡ 2002**

በተሻገር መርሻ፣ ሌክቸረር ቅ/ማ/ዩ/ኮ

## መግቢያ

በዓለማችን በየደረጃው የተከናወኑ ትምህርትን የማስፋፋት እንቅስቃሴዎችን ለመግለጽ ማማካኛተራ የተባለ ምሁር በአንድ ወቅት ምድራችን “የዕውቀትና የክህሎት ርሃሏን ለማስታገስ እየደከመች ነው። በሎ ነበር። እንዲህ ያለው የዓለም ዕውነት የሚመለከታት ኢትዮጵያ እጅግ ዘግይታም ቢሆን ባለፉት ዓመታት የትኩረት አቅጣጫዋን በክፍተኛ ትምህርት ላይ በማድረግ መጠነ ሰፊ የሆኑ የማስፋፋት ተግባሮችን እያከናወነች ትገኛለች።

ሁለተኛው የኢትዮጵያ የትምህርት ዘርፍ ልማት ኘርግራም (ESDP II) በመባል በሚታወቀው ዓይነተኛ ሰነድ በገጽ 33 ላይ እንደተጠቀመው የሀገሪቱ አጠቃላይ አቅጣጫ “ከፍ ያለ የጥራት ደረጃ ያለው የክፍተኛ ትምህርት በስፋት ማዳረስ... ነው።” ይህን አቅጣጫ ተከትሎ የኢትዮጵያ ክፍተኛ ትምህርት ትኩረት

አግኝቶ በመስፋፋት ላይ ነው። በ2001 ዓ.ም የመንግስት የኒሽርስቲዎች ቁጥር 22 ሲሆን ይህ ቁጥር ከ1992 ዓ.ም በፊት ሁለት ብቻ ነበር። በ2003 ዓ.ም የተቋማቱ ቁጥር ወደ 33 ከፍ እንደሚልም ይጠበቃል። የተቋማቱ ቁጥር መጨመር ብቻ ሳይሆን የተማሪ ቅበላ አቅምም ጨምሯል። የጥራቱ ጉዳይስ? የክፍተኛ ትምህርትን በማስፋፋት ረገድ የተደረጉ ጥረቶችና እንቅስቃሴዎች በቅበላ አቅምን በፍታሃዊነት ላይ የተገኙት ውጤቶች አበረታች ቢሆኑም የጥራት ነገር በይደር የተያዘ ይመስላል።

የክፍተኛ ትምህርትን የማስፋፋት እንቅስቃሴ በዝርዝር መረጃዎች ላይ በተመሠረተ መርሃ ግብር፣ በተጨማሪም የጊዜ ለሌላዎች፣ ዘላቂነት ባለው ቁርጠኝነትና ባለደንታ አካላትን ባሳተፈ መልኩ መካሄድ አለበት። በማስፋፋቱና የቅበላ አቅምን በማሳደግ ሂደት ውስጥ የክፍተኛ ትምህርት

የሚጠይቀው ወጪ በጣም ከፍተኛ ነው። ኢኮኖሚያዊ አቅም የማያወላዳት ኢትዮጵያ ከውስን ሀብቷ ቀንሳ ሥራ ላይ የምታውለውን አቅም በተጠና መልክና በብቃት መጠቀም እጅግ አስፈላጊ ነው።

በዚህ ጽሑፍ የምንዳስሰው መጽሐፍ በአሁኑ ጊዜ በሁሉም ዘንድ ቅድሚያ ሊሰጠው ስለሚገባው የትምህርት ጥራት ጉዳይ ውይይትን በመፍጠር የፖሊሲ እንድምታዎችን ለመዳሰስ የሚጥር ነው። እንዲህ ዓይነቱን ዕድል የፈጠረው የማህበራዊ ጥናት መድረክ ምስጋና ይገባው።

## የመጽሐፍ ይዘት፣

መጽሐፉ የማህበራዊ ጥናት መድረክ ባዘጋጀቸው የተለያዩ የውይይት መድረኮች ላይ የቀረቡ ጽሁፎችን አካቶ የያዘ ነው። እነዚህም፡-

1. ወደ ክፍተኛ ትምህርት ተቋማት የሚገቡ ተማሪዎች የቅድመ ዝግጅት ብቃት፣ የእንገሊዝኛ ቋንቋ ችሎታና ብሔራዊ ፈተና።



2. የክፍተኛ ትምህርት ጥራት ማስጠበቂያ ሥርዓትና የተቋማት ዕውቅና።

በዮሐንስ ወ/ትንሳኤ (ዶ/ር)

3. የክፍተኛ ትምህርት ሥርዓተ ትምህርት አግባብነትና የመማሪያ ግብአቶች ይዘታ። በአማራ አስገደም (ዶ/ር)

4. የክፍተኛ ትምህርት ተቋማት መምህራን የፔዳጎጂ ስልጠና፣ የሥራ ጫናና የሥራ አፈጻጸም ግምገማ።

በወሰን ይማም (ዶ/ር)

5. የክፍተኛ ትምህርትን የማስፋፋት ፍላጎትና የቅበላ አቅም።

በዋና ሌቃ (ዶ/ር)

6. የሳይንስ ትምህርቶች ከጥራት አመልካቾች (indicators) አንጻር በአዲስ አበባ፣ በባህርዳር እና ሐዋሳ ዩኒቨርሲቲ የተደረገ የዳስሳ ጥናት። በአያሌው ዳባሽ፣ ዳዊት መኮንን (ዶ/ር)፣ ተስፋዬ ለመላ (ዶ/ር) እና ያለው እንዳወቅ (ዶ/ር)

ሁሉም ጽሁፎች የክፍተኛ ትምህርት በኢትዮጵያ መስፋፋት ተገቢ እንዲሁም ወቅታዊ እንደሆነ ያስረግጣሉ። በሌላው አንጻር ደግሞ አሁን ባለው ሁኔታ የሚታየው ሀገራዊ የትምህርት ጥራት እንቅስቃሴ በአንድ በኩል ፤ በገሃድ እየታየ ያለው የትምህርት ጥራት ጉዳይ በሌላ በኩል በማንጻጸር

የአለመጣጣማቸው ጉዳይ ሁሉንም ጸሀፊዎች ያሳስባቸዋል።

“ግባአቱ ውጤቱን ሲወስን”

በየትኛውም ሀገር ለሚገኝ ክፍተኛ ትምህርት ሥርዓት ፈታኝ የሚሆነው ጉዳይ የትምህርት ጥራትንና ፍትሃዊነትን በተጓዳኝነት ማስኬድ ነው። በሁለገብ ስኬት አንቱ በተባለ (ideal) ማህበረሰብ ውስጥ የትምህርት ጥራት የሚያበረታታ ፖሊሲ በመቅረጽ “አካዳሚያዊ ችሎታ” “ተፈላጊ ባህሪ” “ጥሩ ፍላጎት”፣ እና “ተነሳሽነት” ያላቸውን ተማሪዎች ብቻ የሚያግዝ ሥርዓት መፍጠር ቀላል ባይሆንም የሚገድ ተግባር አይደለም። እንዲህ ዓይነቱን ሥርዓት ሙሉ በሙሉ በገሀዱ ማህበረሰብ መዘርጋት በታሪክ አጋጣሚ የተፈጠሩ አድሎአዊ ሥርዓቶችን ይበልጥ ያጠናክራል። ከዚህ መሳ ለመሳ ፍትሃዊነትን ማስፈን ሙሉ በሙሉ ግብ አድርጎ የሚንቀሳቀስ ሥርዓትም በትምህርት ጥራት ላይ ጥላውን ያጠላበታል። በዕውቀቱና በሙያው ብቃት የሌላቸው ምሩቃንን ማውጣትም የማህበረሰቡ ፍላጎት አይደለም። የዶ/ር ሙሉ ነጋ ጽሁፍም የሚያስረግጠው የኢትዮጵያ ክፍተኛ ትምህርት በዚህ አጣብቂኝ ውስጥ መሆኑን ነው።

በአሁኑ ወቅት በክፍተኛ ትምህርት ተቋማት ተመድበው የሚማሩ ተማሪዎች ክፍተኛ ተግዳሮት (challenge) አለባቸው። የሙሉ ጽሁፍ “ግብአቱ ውጤቱን እንደሚወስን” በአጽንዖት ይገልጻል። “ተማሪዎች የዩኒቨርሲቲ ትምህርት በሚገባ ለማጠናቀቅና ጥሩ ውጤትም ለማስመዝገብ በታችኞች የትምህርት ዕርከኖች የነበራቸው የዝግጅት ብቃት ወሳኝ ነው።” የአገር አቀፍ የትምህርት ምዘና (National Learning Assessment)፣ የአሥረኛ ክፍል የሁለተኛ ደረጃ መልቀቂያ ፈተና እና በመሰናዶ ደረጃ የተመዘገቡ ውጤቶች ሲተነተኑ እንደምንረዳው ተማሪዎች ወደ ክፍተኛ ትምህርት ተቋማት የሚገቡት በቂ ዝግጅት ሳይኖራቸው ነው።

ይህ ጽሁፍ “አያ በሬ ሆይ...” የሚል መንፈስ ያለው መልዕክት በገጽ 22 ያስተላልፋል። “በክፍተኛ ትምህርት ተቋማትና በተማሪዎች በቂ ዝግጅት ሳይኖር ትምህርትን ለማስፋፋት ብቻ ሲባል የሚደረግ የክፍተኛ ትምህርትን የማስፋፋት ሥራ ከጥቅሙ ጉዳቱ ሊያመዘን ይችላል።”

“ጥራትን ማስጠበቅና የተቋማት ዕውቅና”

ሀገሮች ያሉበትን ተጨባጭ ሁኔታ ግምት ውስጥ በማስገባት



የትምህርት ጥራት ለማረጋገጥ ለማብራራት በትምህርት ጽንሰ  
 የሚያስችሉ ሥርዓቶችን ሀሳቦች ላይ የሚታዩ  
 ይዘረጋሉ። የከፍተኛ ትምህርት ተቋማት ለማግኘት  
 ጥራትና አግባብነት ኤጀንሲ (HERQA) በ2003 እ.ኤ.አ.  
 ሲቋቋም ሀገሪቱ የምትከተለውን የትምህርት ጥራትና  
 ቁጥጥር ሥርዓት እንዲመራ ነው። ዶ/ር ዮሐንስ ወልደ-ገብረ  
 ይህንን ሥርዓት የሚመረምር ጽሁፍ በቢህ መጽሐፍ  
 ውስጥ ያስነብቡናል። በዚህ ጽሁፍ እንደተጠቀመው  
 በሀገራችን የዕውቀትና የሚስተናገዱት የጥራት  
 አዲት የሚካሄደው ግባአቶችን ብቻ ታሳቢ  
 ባደረጉ መመዘኛዎች ላይ ነው። ለትምህርቱ ጥራት  
 አይነተኛ ሚና ያላቸው የትምህርት ሃይቶችና  
 ውጤቶች ተዘንግተዋል። የዕውቀትና ሥርዓቱም  
 ተግባራዊነት በግል ከፍተኛ የትምህርት ተቋማት  
 ላይ ብቻ በመሆኑ ይህ ጽሁፍ የከፍተኛ ትምህርት  
 በኢትዮጵያ የጥራት ቁጥጥር ያልተሟላ መሆኑን  
 ያመለክታል።

“ብዥታን ማጥራት”

“የከፍተኛ ትምህርት ሥርዓተ ትምህርት አግባብነትና የመማሪያ ግባአቶች ይዘታ” በሚል ርዕስ የቀረበው የዶ/ር አማራ አስገደም ጽሁፍ በሰፊ ምናብ ጉዳዩን ለመተንተን በማጠየቅ የተመሰረተ ነው። ይህ ጽሁፍ አብዛኛውን ክፍል ያዋሰው የተነሳሰትን ጉዳይ

ለማብራራት በትምህርት ጽንሰ ሀሳቦች ላይ የሚታዩ ብዥታዎችን በማጥራት ነው። ጸሐፊው የሥርዓተ ትምህርት አግባብነትን ለመረዳት መጀመሪያ ሳይንስ፣ ቴክኖሎጂ፣ የሙያ ትምህርት፣ አካዳሚና ሌሎች ተያያዥ ግን ሲያደናግሩ የሚስተዋሉ ጽንሰ ሀሳቦች ላይ ግልጽ ምልክታ ይነረጋ ይላሉ። አንድ ስሚቸውን ለጊዜው የተዘነጋኝ (ይቅርታ ይደረግልኝ) የትምህርት ባለሙያ በአንድ ወቅት ቀጥቶ የምለውን ማለታቸው ትዝቢያል። የኢትዮጵያ ዘመናዊ ትምህርት ገና ከጅምሩ ውጪ ውጪን የሚመለከት ነው። የትምህርት ቤቶች ግንባታ፣ የተስፋቸው ቁሳቁሶች፣ የውስጥ አደረጃጀቱ፣ የመማሪያ መጽሐፍቱና መምህራኑ ከውጪ የመጡ ናቸው። ‘አገር በቀል የሆኑት ምስኪኖቹ ተማሪዎቹ ብቻ ናቸው።’ በዚህ ሁኔታ ያለፈው ዘመናዊ ትምህርት ‘ክብ እንጀራ ክብ ሐይወት’ መቀየር ያልቻለ፣ አለ የሚባል ለውጥ አንኳ ቢኖር ውሃ የማያነሳ ነው ተብሎ የሚታመን ሆኗል። የአማራ ጽሁፍ ይህንን ሃሳብ በድፍረት በማንሳት “የዘመናዊ ትምህርት አልጠቀመንም” በሚል ድምዳሜ ላይ ደርሷል። ጸሐፊው ይህንን ለምን አልክ የምትሉኝ ከሆነ ሞግቱኝ የሚል ልብ ሙሉነት ይታይባቸዋል። በርግጥም የኢትዮጵያ ከፍተኛ

ትምህርት (ከሆነ እንዲያውም ሁሉም ትምህርት በየደረጃው) ሥርዓተ ትምህርት አግባብነት እንዲኖረው የባህላችንን እሴት ያገናዘብ ተጨባጭና ነባራዊ ሁኔታዎችን በዕጅጉ ታሳቢ ያደረገ መሆን አለበት። የትምህርት አግባብነት ምንድን ነው? አግባብነት ለምን? መቼና እንዴት? የሚሉ ጥያቄዎችን ለመመለስ በሚደረግ ጥረት ውስጥ ይበልጥ ግልጽ የሚሆንልን አንድ ጉዳይ አለ። ይኸውም አግባብነት አንድ ነገር ብቻ አለመሆኑ። አማራ በጽሁፋቸው የከፍተኛ ትምህርት አግባብነት ከተቋማት ተልዕኮ ይመነጫል ይላሉ።

በመሆኑም የከፍተኛ ትምህርት ተልዕኮ እንደየተቋማቱ መለያየቱ የግድ ነው። ጸሐፊው እያንዳንዱን ጉዳይ በተቻለ ጥልቀት ሊተርኩልን ሞክረዋል። ይህን ጽሁፍ አንብቦን እንደጨረስን ሰውየው በጥሞና የሚያስቡና የሚጸፉ ናቸው እንላለን።

“አንደኛው ድምጽ - መምህሩ”

በትምህርት ጉዳይ ላይ ዓይነተኛው ሰው መምህሩ ነው። የትምህርቱን ጥራት ከዚህ አካል ነጥሎ መመልከትን እንዴት ይቻላል; የዶ/ር ወሰኑ ይማም የጥናት ወረቀትም ይህን ታሳቢ ያደረገ ነው። ለዚህም የሥራ ጫናን፣ የሥራ ላይ ሥልጠናን፣ የሥራ



አፈጻጸምንና ደዳሰሳል። በየተኛውም ደረጃ የሚገኙት መምህራን በሚያስተምሩት ዓይነት ላይ ዕውቀትና ክህሎት ያላቸው የሚያስተምሯቸውን ተማሪዎች ባሕርይ የተረዱና እነዚህን ዓይነተኛ ጉዳዮች ታሳቢ ያደረጉ መሆን አለባቸው። በወሰኑ ጽሁፍ ላይ እንደተገለጸው ትምህርት ተቋማት የሚገኙ አብዛኛዎቹ መምህራን የፔዳጎጂ ሥልጠና ይጎድላቸዋል። ይህንን ክፍተት ለመሙላት የተቋሙ ተቋማትም የአደረጃጀትና የግብአት ችግር አለባቸው። ይህን ችግር በተመለከተ ጸሐፊው የጠቆሟቸው የመፍትሄ ሀሳቦች በኖሩም ወጋ ጠቀም ዓይነት ናቸው። ይህ ጽሁፍ መምህራን ባለባቸው የሥራ ጫና የተነሣ ሌሎች የሙያ ግዴታዎችን (የማማከር አገልግሎት፣ ጥናትና ምርምር ማካሄድና ሌሎች አገልግሎቶችን የመስጠት) መወጣት ይቅርና የማስተማሩን ተግባር በተገቢው መንገድ ለማከናወን እንደተቸገሩ ይገልጻል።

ይህ ጥናት ችግሮችን ከመግለጽ ባለፈ ትንታኔ ለመስጠት ባለመቻሉ ለችግሮቹ የተጠቀሙ መፍትሄዎች መሠረታዊ የለውጥ አቅጣጫዎችን መጠቀም አልተቻላቸውም።

ለምሳሌ የፔዳጎጂ ሥልጠና የሚሰጡ ተቋማት አደረጃጀትና

የግብአት ችግር አለባቸው ለምን? አንዴት? የሚሉና የመሳሰሉ ጥያቄዎችን በመመለስ ጉዳይን ለመረዳት የሚያስችሉ ትንታኔዎችን አይሰጥም። ምን አልባትም ይህን ያህል ዘልቆ መሄድ ያልተቻለው በእንደ የጥናት ርዕስ ሥር ብቻቸውን ሊቆሙ የሚችሉ ሰፋፊ ጉዳዮችን በእንዴ ለማንሳት አስቸጋሪ ሆኖባቸው ሊሆን ይችላል።

**“መስፋፋት እና ...”**

የምናልመው የአገር ልማት ውጤታማ የሚሆነው በክፍተኛ ትምህርት ተቋማት ተመርቀው የሚወጡ ዜጎች በብዛት ብቻ ሳይሆን በዕውቀቱና በሙያው ብቃት ያላቸው ሲሆኑ ብቻ ነው። ለዚህ ከሁሉም በፊት በያንስ ለትምህርት ጥራት አስፈላጊ የሆኑ መሠረታዊ ግብአቶችን ማሟላት ያስፈልጋል። “በዩኒቨርስቲው ያለፈ ሳይሆን፣ ዩኒቨርስቲው በእነርሱ ያለፈባቸው” የተማሩ ዜጎች ለማፍራት የትምህርት ጥራት መተኪያ የማይገለገሉ ጉዳይ ነው።

“ትምህርትና ልማት” በሚል ርዕስ “Economic Focus” እየተባለ በሚታወቀው መጽሔት የቅርብ ጊዜ ዕትም ላይ ኘሮፊሰር ሥዩም ተፈራ እንደጻፉት “በየደረጃው የሚኖረው የትምህርት ተሳትፎ አገሪቱ በምታወጣው የልማት ዕቅድ

እንጂ ለይስሙላ ተብሎ ተሳትፎው በቁጥር ብቻ እንዲያድግ አይደረግም። በመሆኑም የትምህርት ተሳትፎና የትምህርት ጥራት በተመጣጣኝ ሁኔታ ስለሚስጡ ለሀገር ልማት እንዲመጣ ያደርጋሉ።”

የትምህርት ተሳትፎና ጥራትን አመጣጥኖ ጎን ለጎን በማስኬድ ተግባር ውስጥ ተያያዥነት ያላቸውን ችግሮች የመተንተንና የመፍትሄ ሀሳቦችን መጠቀም ዓላማው ያደረገው ጽሁፍ የዶ/ር ዋና ሌቃ ጥናተ ነው። ይህ ጥናት የክፍተኛ ትምህርት አየተስፋፋ መሄድ በዚህም የተማሪዎች ቅበላ እየጨመረ መምጣቱ የመምህራን ዕጥረትን፣ የግብአት ችግርን፣ አጠቃላይ የትምህርት ማሽቆልቆልንና ተዛማጅ አስተዳደራዊ ችግሮችን እንዳስከተለ ያስገነዝባል። ፍጥነታችንን ገታ አድርገን ቆም እንበል የሚሉት ዶ/ር ዋና ሌቃ በየደረጃው ያለውን የትምህርት ሥርዓቱን ከፈተኝን በኋላ ለመሠረታዊ ችግሮቻችን መሠረታዊ መፍትሄዎች እንፈልግላቸው በሚል ጽሁፋቸውን ያጠቃልላሉ።

በዚህ ጽሁፍ ላይ ጥቅም ላይ የዋሉ አንዳንድ መረጃዎችና ማብራሪያዎች ጸሐፊው ያነሱትን ሀሳብ ለማስረዳት የሚያስችሉ ናቸው ማለት ይቻላል። ለምሳሌ የክፍተኛ ትምህርት ፍትሃዊነትን ለማየት የ1ኛ እና የ2ኛ ደረጃ



የተማሪዎችን መረጃ ማየት ባልተገኘ ነበር። ሌላው የአስተማሪ ተማሪን ጥምረት በንጽጽር ለመመልከት አጠቃላይን የኢትዮጵያ አሃዝ በተናጠል ከተጠቀሱት ዩኒቨርሲቲዎች ጋር ማወዳዳርም ተገቢ አይመስልም።

“70/30 እና.. ነባራዊ ሁኔታዎች”

በ20ኛው ክፍለ ዘመን አጋማሽ ላይ ከፍተኛ ትምህርት ሊከተሉ ይችላሉ ስለሚገቡ አቅጣጫዎች ዩኒቨርሲቲ አንድ ዓለማዊ መመሪያ አውጥቶ ነበር። የሚሰጧቸውን የሥልጠና ዝርዝር 60% ለሳይንስና ቴክኖሎጂ እንዲሁም 30% ለአርት (humanity) እንዲያደርጉ ያዘዛል። ኢትዮጵያ ይህን ግብ ለማሳካት አሁን ካለችበት (33/67) ደረጃ የምታደርገው ጉዞ መሠረታዊ ለውጥን ይጠይቃል። ሳይንስና ቴክኖሎጂ በሀገሪቱ የልማት ሂደት ውስጥ የሚኖረው ሚና የአንቅስቃሽነት ሞተር ያህል ነው በሚል ዕሳቤ መንግሥት 70/30 እየተባለ የሚታወቀውን የሙያ ተዋፅዖ በሥራ ላይ የተመሰረተ ኢኮኖሚ ለመገንባት በሳይንስና ቴክኖሎጂ የለለጠነ ዜጋን ማፍራት የግድ እንደሚል ያስረግጥና በሌላ በኩል ግን መንግሥት በነዚህ ዘርፎች ላይ ያሰበውን መጠነ ሰፊ የማስፋፋት ተግባር ከሚጠበቀው የጥራት ደረጃ ጋር ጎን ለጎን የማስኬዱን ሁኔታ

አብዝቶ ይጠራጠራል። እንዲያውም ቀድሞውንም በቋፍ ላይ ያለው የሳይንስ ትምህርት ወደድጡ እንዳይሄድ ስጋቱን ያስቀምጣል።

የዚህ ጥናት ዓላማ በአዲስ አበባ ፡ ባህርዳርና ሀዋሳ ዩኒቨርሲቲዎች በባዮሎጂ ፡ በኬሚስትሪና በፊዚክስ የትምህርት ዘርፎች የሚሰጠውን ትምህርት ከግብዓት ፡ ከመማር ማስተማር ሂደት ፡ ከትምህርቱ ውጤትና ከነባራዊና ፓሊሲ ነክ ጉዳዮች አንጻር ያለውን የጥራት ሁኔታ መዳሰስ ነው። ከዚህ አንጻር ዓላማውን አሳክቷል። ጥናቱ የተለያዩ የመረጃ ምንጮችን መጠቀም በመቻሉ ከጥናቱ የተገኙ ውጤቶች ጠንክረው እንዲወጡ አድርጓቸዋል። የዚህ ጥናት ዕይታ ሰፋትና ጥልቀት ከፍተኛ አካላዊያዊ ዋጋ ያለው ነው።

የመጽሐፍ አቀራረብ ፡

በመጽሐፉ የተካተቱትን ጽሁፎች በዝርዝር ለማንበብ የማይችሉ ተደራሲያንን በማሰብ የጥናቶቹ ማጠቃለያ (executive summary) በመግቢያው ላይ ቀርቧል። ዝርዝር ሃሳቦችን ለመመርመር ለሚፈልግ አንባቢ ደግሞ ሙሉ ሥራዎቹ በየፈርጁ በመጽሐፉ ውስጥ ተካተዋል። በመጨረሻው የመጽሐፍ ክፍል ስለ ተማሪዎች የሚገልጽ አጫጭር ማከራከሪያ ነጥቦች ቀርበዋል። በዚህ መጽሐፍ የተካተቱ ጥናቶች ከተወሰኑት በስተቀር

በመስክ ላይ የተሰበሰቡ መረጃዎችና ሌሎች የሁለተኛ ደረጃ ምንጮች ላይ የተመረከቡ በመሆናቸው የሚኖራቸው የዋቢነት ዋጋ ከፍተኛ ያለ ነው።

የመጽሐፍ ፋይዳ፤

የከፍተኛ ትምህርት በኢትዮጵያ አሳሳቢ የጥራት ጉዳዮች እንዳሉበት ማሳሰብ የዚህ መጽሐፍ ዓይነተኛ ፋይዳ ነው ማለት ይቻላል። በትምህርት ጥናት ጉዳይ ላይ እንዲሁ እንደ አፍ ማሟሻ የሚነሱ ጉዳዮችን በጥናት ላይ የተመሠረተ ማብራሪያ ለመስጠት የሚያስችሉ መረጃዎችን ያካተተ መጽሐፍ ነው።

በመግቢያው ላይ እንደተጠቀሰው በመጽሐፉ የተካተቱት ጽሁፎች ታሳቢ ያደረጓቸው ተደራሲያን ሰፊውን ማህበረሰብ፣ ፓሊሲ አውጪዎችና ውሳኔ ሰጪዎች ናቸው። ከዚህ አንጻር ከአንዱ የጥናት ጽሁፍ በስተቀር ሁሉም የቀረቡባቸው ቋንቋ አማርኛ በመሆኑ ውይይትን ከማሳለጥ አንጻር አግባብነት ያለው ነው። በሌላው አብዛኛዎቹ ጽሁፎች አቀራረባቸው መደበኛውን የጥናት ሪፖርት ቅርጽ የያዙ በመሆናቸው እንዲህ ላለው አቀራረብ እንግዳ የሆኑ አንባቢዎችን ሊያስቸግር ይችላል። በመግቢያው ላይ



አጠቃላይ የጽሑፎችን ፍሬ የሚዳስስ ጽሑፍ መቅረቡ ግን ይህንኑ ችግር በመጠኑም ይቀርፈዋል ተብሎ ይገመታል።



The race of prophets is extinct. Europe is becoming set in its ways, slowly embalming itself beneath the wrappings of its borders, its factories, its law-courts and its universities. The frozen Mind cracks between the mineral staves which close upon it. The fault lies with your moldy systems, your logic of 2 + 2 = 4. The fault lies with you, Chancellors, caught in the net of syllogisms. You manufacture engineers, magistrates, doctors, who know nothing of the true mysteries of the body or the cosmic laws of existence. False scholars blind outside this world, philosophers who pretend to reconstruct the mind. The least act of spontaneous creation is a more complex and revealing world than any metaphysics.

Antonin Artaud

### እስከ ምን ድረስ?

ሠላማዊት ነጋሢ ሌክቸረር ቅ/ማ/ዩ/ኮ

የተለያዩ አጋጣሚዎች የተለያዩ ጥያቄዎችን በአእምሮአችን የሚያስነሱበት ጊዜ ይኖርና ያለንን የመረጃ አቅም እስከ ምን ድረስ ነው ብለን እራሳችንን እንድንጠይቅ ያደርጉናል። በቅርቡ «የአገራችን ኢትዮጵያ 13 ወራትና የሣምንቱ ሰባት ቀናት ትርጉምና ምሥጢራቸው» የተባለውንና በግርማቸው ላቀው የተዘጋጀውን መጽሐፍ ሳነብ የኢትዮጵያ ወራቶችን ስያሜ በተመለከተ የነበረኝን የመረጃ አቅምን እንድፈትሽ ቀደም ብሎ በዚህ ጽሑፍ እንደ ርዕስ ሆኖ የቀረበውን የመፈተሻ ጥያቄ ለራሴ እንዳቀርብ አድርጎኛል። በምላሹም መጽሐፉ ጠቃሚና የመረጃ አቅምን አጠናካሪ ሆኖ አግኝቼዋለሁ፤ በተጨማሪም የተገኘውን መረጃ እንዳጋራ አነሳስቶኛል። ግርማቸው ስለ ኢትዮጵያውያን የወሮች ስያሜ ያቀረበው መረጃ

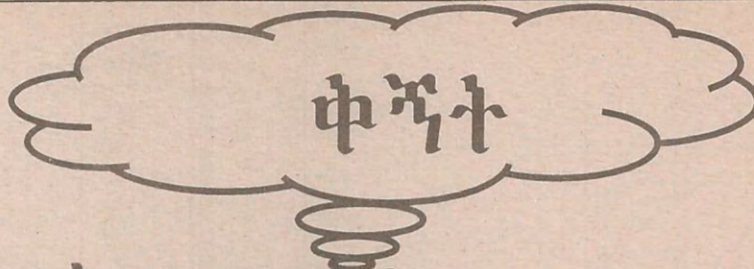
ለአንባቢያን በተለይ ደግሞ ለመምህራን ለመማር ማስተማር ሂደት አስተዋፅዖ ሊኖረው ይችላል ተብሎ ይገመታል። የተማሪውን አካባቢ የሚመለከቱ መረጃዎችን በመማር ማስተማር ሂደት መጠቀም ተማሪውን በማነቃቃት ረገድ ውጤታማ ያደርጋል ተብሎ ይታመናል። ይህም የሚሆነው የተማሪውን የራሱን አካባቢ የሚመለከቱ ስለሆነ የሚያውቀው ጉዳይ ስለሚኖርና የበለጠ ለማወቅ ፍላጎት ስለሚያድርበት ነው። በሌላ በኩል ደግሞ የራሱን አካባቢ በተመለከተ ተማሪው ከመማሪያ መጻሕፍቱ፣ ከመምህሩና መሰል ተማሪዎቹ መረጃ እንደሚያገኝ ሁሉ አስተማሪው እንዲሁ ከመማሪያ መረጃውና ከተማሪው ብሎም ከሥራ አጋሮቹ የሚያገኘው ገምቢ ዕውቀት ይኖራል። ከዚህም መምህራን ከሞያ

ግዴታቸው ከንባብም ሆነ ከሌላ ምንጭ የሚገበዩት መረጃ ቢኖር መልካም ይሆናል። በዚህ ጽሑፍ ሥር የቀረበው መረጃም ከዚህ እምነት በመነሳት ነው። የዚህ ጽሑፍ ትኩረት ከላይ እንደተጠቀመው የአሥራ ሁለቱ ወራት (ጳጉሜን እንደ አሥራ ሦስተኛ ጨምሮ) ስያሜና የያዙት ትርጉም ነው። በተለምዶ እንደሚታወቀው ወራቱ የሚለዩት ከተሰጣቸው ስያሜ በተጨማሪ በተለያዩ በወራቱ ሊያጋጥም ይችላል ወይም በወራቱ መደረግ አለበት ተብሎ በሚታመን ጉዳይም ነው። መስከረም የፈካ ፣ የአበባና፣ የብሩህ ጊዜ አብሳሪ ነው። ጥቅምት በነፋሻነቱ ሳቢያ 'በጥቅምት አንድ አጥንተ' ተብሎ ለብርድ ጥንቃቄ መወሰድ ይኖርበታል የሚባልለት ወር ነው። 'ህዳር ሲታጠን' ሲባል ህዳር የፅዳት ወር ተደርጎ









# የአማርኛ አካባቢነት ተግዳሮቶችና ዕድሎች ከኮምፒዩተር ቁልፍ ሰሌዳ አቀማመጥ ረገድ

በበጎ ስራ ላይ ለሚገኙት ጥያቄዎች

በጥናት፣ ከሚመነጸገው የመረጃና ተግባራዊ ቴክኖሎጂ (Information and Communication Technology) ጋር እኩል ለማደግ የቴክኖሎጂ አካባቢነት (localization) ወሳኝ ነው። በኢትዮጵያ የመረጃና ኮሙኒኬሽን ቴክኖሎጂ ልማት ኤጀንሲ (EICTDA) የቴክኖሎጂ መዝገብ ቃላት ከእንግሊዝኛ ወደ አማርኛ፣ ኦሮሚኛ እና ትግርኛ እንዲስማሙ አድርጎ አዘጋጅቷል። እሱን ተከትሎ ዘመናዊ ወር 2002 ዓ.ም ኤጀንሲው ከማይክሮሶፍት ኮርፖሬሽን ጋር በመተባበር በአማርኛ መስራት የሚችል የመጀመሪያውን 'ቪ.ኤ.ቲ' እና 'ዊንዶውስ ሰቭን' ስርዓተ ክወናዎች (operating systems) እና የማይክሮሶፍት 'ኦ.ኤስ.ፓኤይ'ን በአማርኛ አሰርቶ አስመርቋል። ይህም የመረጃና ተግባራዊ ቴክኖሎጂን በአጭር ለማድግ ቋንቋዎችን እንድንጠቀም የሚያስችል የምስራች ሆኗል።

ይሁን እንጂ ብዛት እና ልዩነት ያላቸው የአማርኛ የቁልፍ ሰሌዳ አቀማመጦች (keyboard layouts) ለተጠቃሚዎች ከብዙ አቅጣጫ ፈተና ሆነዋል - ለበይነመረብ

(Internet) እና ሌሎች ሶፍትዌሮች አጠቃቀም፣ ለትየባ ትምህርት እና ሶፍትዌር ግንባታም ጭምር ያስተግራሉ። በዚህ ጽሁፍ የአማርኛ አካባቢነት (በተለይ ከተለያዩ የቁልፍ ሰሌዳዎች አቀማመጥ አንጻር) በተለያዩ የመረጃና ተግባራዊ መስኮች ያሳየው ዕድገትና የተደቀኑት ፈተናዎች ይዳሰሳሉ። እስከዛሬ ድረስ በአማርኛ አካባቢነት ላይ የተደረጉ ቅኝቶችም ሆኑ ሙሉ ጥናቶች የሚቀርቡበት ቋንቋ እንግሊዝኛ ቢሆንም በዚህ ጽሁፍ ግን አበው ሊተርቱ "የአገሩን በሬ በአገሩ ሰርዶ" እንዲሉ በአማርኛ ስለአማርኛ እንናበባለን።

**ተግዳሮቶች**  
የአማርኛ ቋንቋን በኮምፒዩተር ቴክኖሎጂ አካባቢነት ለማላበስ በሚደረገው ጥረት ውስጥ ያሉት ዐብይ ፈተናዎች ሁለት ናቸው። የፊደላቱ መብዛት እና የቀን አቆጣጠሩ ልዩነት። ይሁን እንጂ እነዚህ በቁጥር ሁለት የሆኑ ተግዳሮቶች በየትኛውም አገልግሎት ላይ እንከን የሚፈጥሩ ጉድለቶች ናቸው።

መደበኛው የቁልፍ ሰሌዳ ስድምፅ ፊደላት፣ ለቁጥሮች እና ለሌሎች

ትዕምርቶች (symbols) የሚሰጠው ቁልፎች ብዛት 50 ብቻ ነው። የአማርኛ ፊደል ሆኖ ቁጥር ግን ከ300 በላይ ነው። በነዚህ 50 ቁልፎች ተጠቅሞ ሁሉንም የአማርኛ ፊደላት ለመጻፍ እያንዳንዱ ቁልፍ ቢያንስ በአማካይ ስድስት ፊደል በተለያዩ ሁኔታ እንዲያጽፍ የሚያስችል የቁልፍ ሰሌዳ አቀማመጥ መፈለግ ያስፈልጋል።

የኢትዮጵያውያን የቀን አቆጣጠር ከ'ግሪጎሪያውያን' ይልቅ 'ጁሊያን' ለሚባለው የቀን አቆጣጠር የቀረበ ነው። በዚህኛው አቆጣጠር አኩል 30 ቀን ርዝመት ያላቸው 12 ወራትና በየአራት አመቱ ስድስት የምትሆን ባለአምስት ቀን 13ኛ ወር -ጳጉሜ አለች። በኮምፒዩተር ሶፍትዌር አካባቢነት ትግበራ ወቅት ቋንቋውን ከመተርጎም በላይ ፈታኝ የሚሆነው እንዲህ አይነት የውስጣዊ አቆጣጠር ወይም አስራር ልዩነት ስኖር ነው። በአማርኛ አካባቢነት ላይ እንደከፍተኛ ስኬት የተቆጠረው የማይክሮሶፍት ስርዓተ ክወናዎች እንኳን ለዚህ ቸግር ወቅታዊ መፍትሄ አልተበጀላቸውም።



በአማርኛ የሚሰሩት 'ቪ.ስታ' እና 'ዊንዶውስ ሰበን' ቀን አቆጣጠራቸው በአማርኛ የተጻፈ የ'ግሪጎሪያውያን ካሌንደር' ነው - ሴፕቴምበር፣ አክቶበር እያሉ ይፅፋሉ እንጂ መስከረም፣ ጥቅምት እያሉ ቀን ለመቁጠር አልበቁም።

ይህንን ጽሁፍ በወፍ በረር ለሚመለከት አንባቢ የቀን አቆጣጠር ልዩነት የሚያሰከትለው ችግር ጥልቀት ግልፅ ላይሆንለት ይችላል። ሆኖም አንድ ምሳሌ ወሰደን በመመልከት በጥቂቱ ማስረዳት ይቻላል። በሃገራችን ብዙ ድርጅቶች አመታዊ ሒሳባቸውን የሚያሰሉት በኢትዮጵያዊው ካሌንደር በሆነም ሰሌዳን የሚሰሩበት ሶፍትዌር ግን በአጠቃላይ ፒችትሪ በመባል የሚታወቀው ሶፍትዌር ነው። ይህንን ሶፍትዌር በሃገር ውስጥ ወጥ ምርት መተካት መቻል ሌላ አጀንዳ ነው፣ ነገር ግን ይህንን ሶፍትዌር በቀላል ወጪ አካባቢነት አላብሶ መጠቀም በፈለገም እንኳን የሒሳብ አያያዙ ለግሪጎሪያን ካሌንደር እንዲመች ሆኖ አንዴ በመበጀቱ በጣም አስቸጋሪ ነው የሚሆነው። ብዙ የሶፍትዌሩ ተጠቃሚ አካውንታቸውንም በምዕራቡ ዓለም ካሌንደር የማትታወቀው ጳጉሜ በደረሰች ቁጥር ሒሳቡን እንዴት አጣጥመው መስራት እንዳለባቸው ፈተና ይገጥማቸዋል። (ፒችትሪ ሙሉ ለሙሉ ባይሳካለትም፣ ችግሩን ለመቅረፍ በጎረቤቶቹ ምርቶቹ

ሞክሯል።) በሌላ በኩል፣ ምንም እንኳን ለአዳዲስ የአማርኛ ሶፍትዌሮች ማቆጣቆጥ ገንቢ አስተዋፅዖ ቢያበረክቱም አንድ መደበኛ የአማርኛ ቁልፍ ሰሌዳ አቀማመጥ ሊተገበር አለመቻሉ ደግሞ የተጠቃሚዎችን የትየባ ችሎታ ዝብርቅርቅ እንዲሆን አስገድዷል።

የአማርኛ ቁልፍ ሰሌዳዎች አቀማመጥ ከአንድ በላይ የቁልፍ ሰሌዳዎች አቀማመጥ መተግበሩ የሚያሳድረው ተፅዕኖ በጥቅሉ በሁለት ይፈረጃል። እነዚህም አንድ ፊደል ለፍተኛ የሚነኩ ቁልፎች መብዛት እና ከተለያዩ የቁልፍ ሰሌዳ አቀማመጦች ጋር ለመላመድ መገደድ ናቸው።

የተለያዩ የቁልፍ ሰሌዳ አቀማመጥ ያላቸው ሶፍትዌሮች በዩኒኮድ ውሰጣዊ አሰራር ውስጥ ለአንድ ቁጥር መለያነት የሚጠቀሙት ቁጥር ሁሉም አንድ አይነት ነው። የአማርኛ /በጥቅሉ የግዕዝ/ ፊደላት፣ ትዕምርቶች እና ቁጥሮች በየትኛውም ስርዓተ ክወና ውስጥ ከ1200 እስከ 2DDF ባሉት የዩኒኮድ ቁጥሮች (በድምሩ 512 ያህል ብዛት ባላቸው ወይም የኮድ ቁጥሮች) ተለይተው ተቀምጠዋል። በርግጥ ከነዚህ ወይም የዩኒኮድ ቁጥሮች መካከል ገና ያልታወቁ ወይም ወደፊት በፊደል፣ በቁጥር ወይም በማንኛውም ዓይነት ትዕምርት ሊሞሉ የሚችሉት 160 ያህሉ ገና ባዶ ናቸው።

የፓወር ግዕዝ የቁልፍ ሰሌዳ አቀማመጥ

ከንሰፕትስ ዳታ ሲስተምስ የተሰኘው ሃገር በቀል ኩባንያ የሚያመርተው የፓወር ግዕዝ የቁልፍ ሰሌዳ አቀማመጦች ሁለት አይነት ናቸው - 'ፎንቲክ' እና 'ታይፕ ራይተር'። የፓወር ግዕዝ ተጠቃሚዎች በኮምፒዩተራቸው መስኮት በስተቀኝ በኩል ወደታች (አሞሌ ክንውን / taskbar/ ላይ) በምትቀመጥ አዶ (icon) ላይ የቀደምቶቹ ምርቶች E፣ P፣ T፣ PU እና TU፣ የ2009 ምርት በሆነው ፓወር ግዕዝ ላይ ደግሞ 'ኢ'፣ 'ታ' እና 'ፎ' የሚሉ ምልክቶችን አስቀምጦ እነሱን ከአንዱ ወደአንዱ በመቀያየር ወደምንፈልገው አይነት የቁልፍ ሰሌዳ አቀማመጥ እንድንሸጋገር ይፈቅዳል። ወር ግዕዝን ስንጠቀም P እና T የሚሉት አዶዎች የሚያቀርቡልን የቁልፍ ሰሌዳ አቀማመጥ ከPUእና TU፣ የ2009 ምርት በሆነው ፓወር ግዕዝ ላይ ደግሞ 'ኢ'፣ 'ታ' እና 'ፎ' የሚሉ ምልክቶችን አስቀምጦ እነሱን ከአንዱ ወደአንዱ በመቀያየር ወደምንፈልገው አይነት የቁልፍ ሰሌዳ አቀማመጥ እንድንሸጋገር ይፈቅዳል።

ፓወር ግዕዝን ስንጠቀም P እና T የሚሉት አዶዎች የሚያቀርቡልን የቁልፍ ሰሌዳ አቀማመጥ ከPU እና TU አይለይም። ሆኖም P እና T ድጋፍ የሚሰጡት ቅርጸ ቁምሬ (font) በዩኒኮድ ፈጣኝ ተቀባይነት ስለሌለው የራሱ የፓወር ግዕዝ ከሆኑት ቅርጸ ቁምሬዎች (Ge'ez 1፣ Ge'ez 2 እና Ge'ez Numbers) በሰተቁር የየትኛውም ሌላ ቅርጸ



ቁምሬ ሊያነበው ስለማይችል እኛም በነዚህ ቅርጽ ቁምሬዎች አማራጭ መጻፍን እያወጋን ብዙ አንጓዝም። ጥያቄው ግን 'ኮንሰፕትስ ዳታ ሲስተምስ' በቅርብ ጊዜ ምርቶቹ ውስጥ እነዚህን የዩኒኮድ ደረጃ የማያሟሉ ቅርጽ ቁምሬዎች ለምን አላስወገዳቸውም የሚለው ነው። በሌላ በኩል E የሚለውን አዶ በማምጣት የሚኖረው መደበኛውን የእንግሊዝኛ የቁልፍ ሰሌዳ አቀማመጥ በመሆኑ በመጨረሻ ሁለቱ የፓወር ግዕዝ ሰሌዳዎች (ሐም/ኖሬንቲክን እና ማም/ኖታይፕ ራይተር) ብቻ ይቀሩናል - እነርሱን እንመለከታለን።

**የፓወር ግዕዝ ሰሌዳዎች**

'ፎንቲክ' የሚባለው ፊደሉ የሚያወጣውን ድምጽ እየተከተልን የምንጽፍበት ዘዴ ነው። የፓወር ግዕዝ ፎንቲክ የቁልፍ ሰሌዳ አቀማመጥ ከግዕዝ አስከሬና ሳብዕ ያሉትን እና ሌሎችንም ድምጾች በሚከተለው መንገድ ሰንጠረዥ 1 ላይ በእንግሊዝኛው ሰሌዳ አቀማመጥ አንጻር ያስቀምጣቸዋል።

		u	i	a	y	e	o	Caps+w
h	ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ	ኀ
l	ለ	ሉ	ሊ	ላ	ሌ	ል	ሎ	ሊ
Shifh	ሐ	ሑ	ሒ	ሓ	ሔ	ሕ	ሖ	
Caps	ኀ	ኁ	ኂ	ኃ	ኄ	ኅ	ኆ	

ሰንጠረዥ1:- የፓወር ግዕዝ ፎንቲክ የቁልፍ ሰሌዳ አቀማመጥ ናሙና

የፓወር ግዕዝ 'ታይፕ ራይተር' ቁልፍ ሰሌዳ አቀማመጥ ግን ከዚህ ፍፁም የተለየ ሲሆን ኢንጂነር ኣያና ብሩ ከ60 ዓመታት በፊት በእንግሊዝኛው የ'ታይፕ ራይተር' ላይ ተመስርተው የፈጠሩት የቁልፍ ሰሌዳ አቀማመጥ መሰረተ የተሰላ ነው። ብዙ ፀጋፊዎች ይህንን ሰሌዳ ተጠቅመው የሚተይቡ በሆንም ቅሉ እንደ ፎንቲክ የቁልፍ ሰሌዳ አቀማመጥ ራስን ለማሳተማር በጣም አስቸጋሪ በመሆኑ ከሌሎቹ የቁልፍ ሰሌዳ አቀማመጦች ጋር ለማወዳደር የዚህ ጽሁፍ አቅራቢ አይደለም። ሆኖም በዚህ ረገድ ፓወር ግዕዝ ሁለት ዓይነት የቁልፍ ሰሌዳ እና አራት አይነት የቅርጽ ቁምሬ አጠቃቀም አማራጮችን በመሰጠት ወደአንድ መደበኛ ሰሌዳ አቀማመጥ ለመምጣት የሚደረገውን ትግል በከፊል ተግዳሮት ሞልቶታል።

**የኪይማን የአማርኛ የቁልፍ ሰሌዳ**

የኪይማን የቁልፍ ሰሌዳ ታሸልትሶናት በተሰኘ ዓለም አቀፍ "የአናሳ ቋንቋዎች" የኮምፒዩተር ቁልፍ ሰሌዳ አምራች የተሰራ የአማርኛ ቁልፍ ሰሌዳ አቀማመጥ ነው። ይህ ሰሌዳ 'ፎንቲክ' ዘዴን የሚከተል በሆንም ከፓወር ግዕዝ ፎንቲክ ጋር ብዙ ልዩነቶች አሉት። ኪይማን የተጫነበት ኮምፒዩተር ልክ እንደፓወር ግዕዝ ሁሉ በኮምፒዩተር ሰክሪን በስተቀኝ አሞሌ ክንውኑ ላይ 'ኢ' ወይም 'አ' የምትል አዶ ያስቀምጣል። 'ኦ' - የአማርኛ የቁልፍ ሰሌዳን ተወክላለት። የዚህን ቁልፍ ሰሌዳ አቀማመጥ እንደሚከተለው በሰንጠረዥ 2 ላይ በአጭሩ መጠቀም እንችላለን።

	e	u	i	a	y		o	Shift+
h	ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ	ኀ
l	ለ	ሉ	ሊ	ላ	ሌ	ል	ሎ	ሊ
shift	ሐ	ሑ	ሒ	ሓ	ሔ	ሕ	ሖ	
hh	ኀ	ኁ	ኂ	ኃ	ኄ	ኅ	ኆ	

ሰንጠረዥ2:- የኪይማን የቁልፍ ሰሌዳ አቀማመጥ ናሙና

የፓወር ግዕዝ የቁልፍ ሰሌዳ ያለው አገልግሎት በተለይ በኢትዮጵያ ውስጥ እጅግ ከፍተኛ ነው።ከዚህ አንጻር ለተራ የጽሁፊት አገልግሎት ማንም የሚያውቀው ወይም የሚመርጠው እሱን በሆንም በፈርጋሚዎች (programmers) ግን ይበልጥ የሚመረጠው የኪይማን የቁልፍ ሰሌዳ ሶፍትዌር ነው። ለዚህ አላማኝ ምክንያት አለ። ፓወር ግዕዝ የተሰራው በ'ማይክሮሶፍት ኦፊስ ፓኬጅ' ላይ ብቻ እንዲሰራ ተደርጎ ነው። ከዚያ ውጪ ባለ የትኛውም ሶፍትዌር ላይ ወይም የባይነመረብ ማሸጊያ (Internet browser) ላይ በቀጥታ ለመጻፍ አያስችልም ወይምበነዚህ ሶፍትዌሮች ላይ አማርኛ መጻፍ ካለብን በማይክሮሶፍት ወርድ ላይ የተጻፈውን ከወርድ ወደ ሶፍትዌሩ ቅዳ-ለጥፍ (copy-paste) ማድረግ ይጠበቅብናል። ኪይማንን ለሚጠቀሙ ግን በቀጥታ ሶፍትዌሩ ላይ መጻፍ ቀላል ነው - ለዚህም ነው ኪይማን የፈርጋሚዎች ምርጫ ለመሆን የበቃው።



የኪይብን ሰሌዳም በበኩሉ የቀልፍ ሰሌዳ ላይ 'te' ስንጫን ማይክሮሶፍት በአማርኛ የሚለሩ በጽሁፊት ስራተኞች ተመራጭ 'ተ'ን እንዲጽፍ ተደርጎ ሁለት ስርዓተ ክወናዎችንና ያልሆነበት ምክንያት አለ። ተሰርቷል። ይህንን ትግር የ'2007 ኦሪጎን ፓኬጅ' ዝግጅት በቀልፍ ሰሌዳው ላይ አንዳንድ ለማስቀረት ፀጋፊዎች ፕን ትርጉሞችን ለመሰራት ከኢትዮጵያ ቃላትን ለመጻፍ አስቸጋሪ ከተጫኑ በኋላ የቦታ ቀልፍ የመረጃና ተግባራት ቴክኖሎጂ ይሆናል - ትግሩ የሚፈታበት (space bar) ይጫኑና 'e'ን ልማት ኤጀንሲ መዝገበ ቃላት መንገድ ደግሞ ዙሪያ ጥምጥም በመጫን መልሰው ክፍት ቦታዎን ተውሏል። በተጨማሪም ነው። ለምሳሌ 'ትዕቢት' ያጠፋታል - ይህ በመረጃና ከኤጀንሲው ጋር ተባብረው መደበኛ የሚለውን ቃል በመደበኛ ተግባራት ቴክኖሎጂ ኢንዱስትሪ ሊባል የሚችል የአማርኛ ቀልፍ አተያዩብ ስርዓት ለመጻፍ ፈፀሞ ከጉልበት ሥራ ተለይቶ ሰሌዳ አቀማመጥ አውጥተዋል። ይህንን ነው እንግዲህ በ'ዊንዶውስ አይቻልም! ምክንያቱም ቃሉን አይታይም። የማይክሮሶፍት የአማርኛ የቀልፍ ሰሌዳ 7' እና 'ቪስታ' ላይ ምንም አይነት ተጨማሪ (እንደፓወር ግዕዝ እና ኪይብን ያለ) ሶፍትዌር ሳይጫን አማርኛ ለመጻፍ የምንጠቀምበት።

የኪይብን ሰሌዳም በበኩሉ የቀልፍ ሰሌዳ ላይ 'te' ስንጫን ማይክሮሶፍት በአማርኛ የሚለሩ በጽሁፊት ስራተኞች ተመራጭ 'ተ'ን እንዲጽፍ ተደርጎ ሁለት ስርዓተ ክወናዎችንና ያልሆነበት ምክንያት አለ። ተሰርቷል። ይህንን ትግር የ'2007 ኦሪጎን ፓኬጅ' ዝግጅት በቀልፍ ሰሌዳው ላይ አንዳንድ ለማስቀረት ፀጋፊዎች ፕን ትርጉሞችን ለመሰራት ከኢትዮጵያ ቃላትን ለመጻፍ አስቸጋሪ ከተጫኑ በኋላ የቦታ ቀልፍ የመረጃና ተግባራት ቴክኖሎጂ ይሆናል - ትግሩ የሚፈታበት (space bar) ይጫኑና 'e'ን ልማት ኤጀንሲ መዝገበ ቃላት መንገድ ደግሞ ዙሪያ ጥምጥም በመጫን መልሰው ክፍት ቦታዎን ተውሏል። በተጨማሪም ነው። ለምሳሌ 'ትዕቢት' ያጠፋታል - ይህ በመረጃና ከኤጀንሲው ጋር ተባብረው መደበኛ የሚለውን ቃል በመደበኛ ተግባራት ቴክኖሎጂ ኢንዱስትሪ ሊባል የሚችል የአማርኛ ቀልፍ አተያዩብ ስርዓት ለመጻፍ ፈፀሞ ከጉልበት ሥራ ተለይቶ ሰሌዳ አቀማመጥ አውጥተዋል። ይህንን ነው እንግዲህ በ'ዊንዶውስ አይቻልም! ምክንያቱም ቃሉን አይታይም። የማይክሮሶፍት የአማርኛ የቀልፍ ሰሌዳ 7' እና 'ቪስታ' ላይ ምንም አይነት ተጨማሪ (እንደፓወር ግዕዝ እና ኪይብን ያለ) ሶፍትዌር ሳይጫን አማርኛ ለመጻፍ የምንጠቀምበት።

የኪይብን ሰሌዳም በበኩሉ የቀልፍ ሰሌዳ ላይ 'te' ስንጫን ማይክሮሶፍት በአማርኛ የሚለሩ በጽሁፊት ስራተኞች ተመራጭ 'ተ'ን እንዲጽፍ ተደርጎ ሁለት ስርዓተ ክወናዎችንና ያልሆነበት ምክንያት አለ። ተሰርቷል። ይህንን ትግር የ'2007 ኦሪጎን ፓኬጅ' ዝግጅት በቀልፍ ሰሌዳው ላይ አንዳንድ ለማስቀረት ፀጋፊዎች ፕን ትርጉሞችን ለመሰራት ከኢትዮጵያ ቃላትን ለመጻፍ አስቸጋሪ ከተጫኑ በኋላ የቦታ ቀልፍ የመረጃና ተግባራት ቴክኖሎጂ ይሆናል - ትግሩ የሚፈታበት (space bar) ይጫኑና 'e'ን ልማት ኤጀንሲ መዝገበ ቃላት መንገድ ደግሞ ዙሪያ ጥምጥም በመጫን መልሰው ክፍት ቦታዎን ተውሏል። በተጨማሪም ነው። ለምሳሌ 'ትዕቢት' ያጠፋታል - ይህ በመረጃና ከኤጀንሲው ጋር ተባብረው መደበኛ የሚለውን ቃል በመደበኛ ተግባራት ቴክኖሎጂ ኢንዱስትሪ ሊባል የሚችል የአማርኛ ቀልፍ አተያዩብ ስርዓት ለመጻፍ ፈፀሞ ከጉልበት ሥራ ተለይቶ ሰሌዳ አቀማመጥ አውጥተዋል። ይህንን ነው እንግዲህ በ'ዊንዶውስ አይቻልም! ምክንያቱም ቃሉን አይታይም። የማይክሮሶፍት የአማርኛ የቀልፍ ሰሌዳ 7' እና 'ቪስታ' ላይ ምንም አይነት ተጨማሪ (እንደፓወር ግዕዝ እና ኪይብን ያለ) ሶፍትዌር ሳይጫን አማርኛ ለመጻፍ የምንጠቀምበት።

በዚህ መሠረት የተቀየሰው የማይክሮሶፍት የአማርኛ የቀልፍ ሰሌዳ ቀጥሎ በሰንጠረዥ 3 ላይ የተመለከተውን ይመስላል።

	e	u	i	a	ie	'	o	ua
h	ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ	ህ
l	ለ	ሉ	ሊ	ላ	ሌ	ል	ሎ	ሊ
h.	ሐ	ሑ	ሐ.	ሐ	ሑ	ሐ	ሐ	
hh	ኀ	ኁ	ኂ	ኃ	ኄ	ኅ	ኆ	

ሰንጠረዥ 3:- የማይክሮሶፍት የቀልፍ ሰሌዳ አቀማመጥ ናሙና

የማይክሮሶፍት የአማርኛ የቀልፍ ሰሌዳ ይዘት የመጣው አዲስ ነገር 'Shift' እና 'Caps' የተባሉት ቀልፎችን ማስቀረቱ ነው። ይህ የሰሌዳ አቀማመጥ ገና ከተዋወቀ ከአንድ ዓመት

ያልዘለለው የሚጠቀሙበት የሚያውቁት የሚያውቁት ቁጥር እምብዛም ነው።

እነዚህን ሦስት የፎንቲክ ቀልፍ ሰሌዳ አቀማመጦች በጥንቃቄ በተመረጡ ጥቂት ቃላት በሰንጠረዥ 4 ላይ ብናወዳድራቸው የሚከተለውን እናገኛለን።

ቃል/ቃላት	በላቲን ፊደላት አቀማመጥ ሲጻፍ		
	ማይክሮሶፍት	ፓወር ግዕዝ	ኪይብን
ሐመር	h.emer	Shift+hmer	(Shif/or Capst+h)emer
ኀይት ሃውስ	hWy't' haw's'	h+(Caps+WA) + (Shift+y)ete hawese	h(Shift/or Caps+W)yt haws
ሦስት	ssos't'	(Shift+s)osete	ssost
ቋንቋ	quanqua	q(Caps+WA)neq(Caps+WA)	q(Caps+W)n q(Shift/or
ትዕግሥት	t'eeg'ss't'	Te(Shift+x)e(Shift+s)ete	መጻፍ አይቻልም
ጨካኝ	c'kany'	(Shift+c)ka(Shift+n)e	(Caps/ or Shift +
በድምሩ (24ፊደላት)	51 ቀልፎች		55 ቀልፎች

ሰንጠረዥ 4:- የአማርኛ የቀልፍ ሰሌዳዎች አቀማመጥ ከእንግሊዝኛው ሰሌዳ አቀማመጥ አንጻር ሲታይ። ለምሳሌ ኀይት ሃውስ የሚለውን ባለ 6 ፊደል ቃል ለመጻፍ ማይክሮሶፍት 12፣ ፓወር ግዕዝ 15 እና ኪይብን ደግሞ 9 ቀልፎችን መጫን ይጠይቃል።



ልክ ሰንጠረዥ 4 ላይ እንደምንመለከተው በሦስቱም የቁልፍ ሰሌዳዎች አቀማመጥ በመደበኛው የእንግሊዝኛ የቁልፍ ሰሌዳ ላይ አንድን ፊደል ለመጻፍ በአማካይ ሁለት ቁልፎችን መጫን ይኖርብናል። በአንጻራዊ ስሌት የኪይቦርድ ሰሌዳ አቀማመጥ አነስ ያሉ ቁልፎችን እንድንገነዘብ ይፈቅድልናል - ይህ የሆነው የአንድ ቁልፍ ንኬተ የሳይስ (እንደ ሀ፣ ል፣ ም፣ ስ... ያሉት) ፊደላትን እንዲያጽፍ ተደርጎ ስለተበጀ ነው። በአማርኛ ጽሁፎች ውስጥ ግዕዝ (እንደ ሀ፣ ለ፣ መ፣ ሰ... ያሉት) ድምጽ ባላቸው ፊደሎች ከተገነቡ ቃላት ይልቅ ሳይስ ድምጽ ያላቸው ቃላት ይበዛሉ። ለምሳሌ በዚህ አንቀጽ ውስጥ 131 ያህል ሳይሶችና 74 ያክል ግዕዝ ፊደላት ሰፍረዋል።

አዳዲስ ዕድሎች- ዓለም አቀፋዊነት የተለያዩ የአማርኛ ቁልፍ ሰሌዳዎች አቀማመጥ መዘበራረቅ እና እያንዳንዳቸው የራሳቸው የሆነ ጉድለትና ጥንካሬ ያላቸው መሆኑን አንዱን ጥሎ ሌላውን ለማንገዳት የማያመች አድርጎታል። ከዚህ በተቃራኒው ግን አማርኛ በኮምፒዩተር ቴክኖሎጂ አካባቢነት ብዙ እየተራመደ ይገኛል። በተለይ በዩኒኮድ ደረጃ ታቅፎ መምጣቱ ዓለማቀፋዊነትን እያላበሰው መጥቷል። ከዩኒኮድ መታወጅ በኋላ አማርኛን ካየንባቸው

የቴክኖሎጂ መስኮች ውስጥ የተለያዩ ዓለም አቀፍ ኩባንያዎች በሶፍትዌር ምርቶቻቸው አማርኛን የማካተት ዝንባሌ ማሳየታቸው ዋናው ነው። ከነዚህ ምርቶች ውስጥ

- ጉግል በአማርኛ - በዓለም አንደኛ ተመራጭ የመረጃ ማሰሻ ድረ-ገጽ ነው።
- ዊኪፔዲያ በአማርኛ - የነፃ የዓለም ኢንሳይክሎፔዲያ ድረ-ገጽ ነው።
- ሞዚላ ፋየር ፎክስ (Browser) - የዓለም አቀፍ ድር (world wide web) ማሰሻ እና
- ማይክሮሶፍት - በዓለማችን ከ90% በላይ የሚሆኑት የኮምፒዩተር ስርዓተ ክወናዎች አቅራቢ ኮርፖሬሽን ተጠቃሽ ናቸው።

የችግሮቹ አማራጭ መፍትሄዎች

1. መደበኛነት (Standardization) በአማርኛ መተዋወቅ መለማመድ የሚፈልግ አንድ ሰው የትኛውን የቁልፍ ሰሌዳ አቀማመጥ መለማመድ እንዳለበት መወሰን ሁሉም ፈታኝ ነው። የአንዱ ሰሌዳ አቀማመጥ ከሌላው የሚበልጥበት ጎን ቢኖርም የሚያንሰበትም አለ። ሁሉንም ሰሌዳዎች መልመድ ደግሞ ረቀቀላሉ የሚቻል ስላልሆነ ለሌላው አስቸጋሪ ይሆናል። ስለዚህ የመደመሪያው አርምጃ የሚሆነው አንድ መደበኛ የቁልፍ ሰሌዳ ለተጠቃሚው ማቅረብ ነው።

2. ውህደት (Harmonization)

መደበኛ የአማርኛ ሰሌዳ አቀማመጥ ለመፍጠር አሁን በተለያዩ ጥንካሬና ድክመት ከሚገኙት የተለያዩ ሰሌዳዎች አቀማመጥ ጠንካራ ጎኖችን በመስብሰብ ወደ አንድ በማዋሃድ ፈጥሮ - መደበኛው የሰሌዳ አቀማመጥ የሁሉንም ጥንካሬ ያሟላ እንዲሆን ማድረግ ይቻላል።

3. አንዳንድ ተደጋጋሚ ፊደላትን ማስወገድ

በሰሌዳ አቀማመጡ ላይ ከፍተኛ ፈተናን የፈጠረው የአማርኛ ፊደላት መብዛት እንደመሆኑ በጥናት ላይ በተመሰረተ መልኩ አንዳንድ ተደጋጋሚ ድምጽ ያላቸውን በትዕምርት የተለያዩ ፊደላት እንዳስፈላጊነቱ ማስወገድ ከፊል መፍትሄ ሊሆን ይችላል። በርግጥ ይህ በጣም ጥልቅ ጥናት የሚጠይቅና አወዛጋቢ ጉዳይ እንደሆነ በዚህ መጽሔት ያለፈው ዕትም ላይ "አማርኛ፣ አማርኛ፣ ዐማርኛ ወይስ ዓማርኛ?" በሚለው መሆኑ ለመዳሰሱ ይታወቃል። ሆኖም ተመሳሳይ ድምጽ ያላቸውን ሆሄያት የምናስወግዳቸው ከፊደል ገበታው ላይ ሳይሆን ከቁልፍ ሰሌዳው ላይ ብቻ መሆኑ መግቱን ያቀልለዋል።

ማስታወሻ:- በጽሁፉ ውስጥ ሁሉም የቴክኖሎጂ ቃላት ወደአማርኛ የተተረጎሙት በጽሁፉ መግቢያ ላይ በተጠቀሰው የEICTDA መዝገብ ቃላት መሠረት ነው።





# ዳሰሳ



መግቢያ

ንግግር በዓለም ላይ ከፍተኛውን ቦታ ይዞ ይገኛል። በሕዝቦች፣ በወንድማማቾችና በንደኛዎች መሃከል መግባባት/አለመግባባት እንዲፈጠር ዓይነተኛው ምክንያት እሱው ነው - ንግግር። የተቃቃሩ ወገኖችን ወደ ሰላማዊ መንገድ ይመልሳል ወይም በሌላ በኩል መግባባት ከጠፋ ውጥረትን ይፈጥርና ጠብን ያባብሳል። በተለይም ለፖለቲካዎች፣ ለባለሀገራት/ሰነዶች ለሐይማኖት ሰባኪዎች ለነጋዴዎች... ወዘተ ከፍተኛ አገልግሎት ይሰጣል። ማንኛውም ሰው በሕይወት ዘመኑ መደበኛ ወይም ኢመደበኛ በሆነ መንገድ ንግግር እንዲያደርግ ሁኔታዎች ያስገድዱታል። እነዚህም በልዩ ልዩ ሰብሰባዎች፣ በሠርግ፣ በልደት፣ በቤተዘመድ ግንኙነት ወዘተ ናቸው። ከዚህ ላይ ንግግርን ባሰብን ቁጥር እንደየገለሰቡ ገጠመኝ ረቀቅ፣ ጠንካራ፣ ሽክሻካ፣ የላላ፣ ግልብ፣ የሆነ አቀራረብ ሊያጋጥመን

## የንግግር ዝግጅትና አቀራረብ

ከካሣ ዘለቀ ፡ የሕዝብ ግንኙነት ባለሙያ

አንደኛው መዘንጋት የለብንም። ከዚህም በመነሳት ለተናጋሪዎቹ የምንሰጠው አስተያየት እንደደሚቀርቡት ፍሬ ሃሳብ ሚዛኑ ሊለያይ ይችላል።

### ለንግግር የሚዘጋጅ ጽሑፍ ምን መያዝ አለበት?

ንግግርን ማዘጋጀት በጣም አስቸጋሪ መስሎ ሊታይ ይችላል። ሆኖም በተመረጠው ርዕሰ ጉዳይ ላይ ንግግርን ለማዘጋጀት ከዚህ በታች የተጠቀሱትን ነጥቦች ግምት ውስጥ ማስገባት ቢቻል የታለመውን ግብ የሚመታ ንግግር ማዘጋጀት አይገድም።

1. ከጉዳዩ ጋር የተያያዘ ወይም ጉዳዩን የሚነካ አጥር ምጥን ያለ ጽሑፍ፣ በማስታወሻ መልክ መያዝ። ሃሳብ ሃሳብን ያፈልቀዋልና የሚመጣልንን ሃሳብ በወረቀት ላይ ማሥፈር።
2. ማንበብ፣ ማጥናት፣ መመራመር ። በራስ ሃሣብ ብቻ ልወጣው ከተባለ በጣም አድካሚ ሆኖ ነው። ነገር ግን የሚያነብና መረጃዎችን የሚሰበስብ ሰው ለንግግር ዝግጅቱ የሚጠቅም አንዳች ነገር አያጣም።
3. በጥንቃቄ ከታሰበበትና በሰፊው ጠቡ አቅጣጫዎችን ከዳሰስን ምናልባት በርካት ያሉ ቁም ነገሮችን መሰብሰብ እንችላለን። አንዱን ከሌላው ጋር ያለውን አንድነትና ልዩነት እንመዘን። ግባችን ፈሩን እንዳይስት አስፈላጊ

የሆኑትን ብቻ እንውሰድ። ይህም አድማጮቻችን መልዕክቶችን በቀላሉ እንዲጨብጡ ይረዳል።

ትኩረት ልንሰጥባቸውና መዳሰስም የሚገቡን አካባቢዎች የሚከተሉት ናቸው።

- ሀ/ ቃለ መጠይቅ
- ለ/ ደብዳቤዎችና መጠይቆች
- ሐ/ የጽሑፍ መረጃዎችና መጻሕፍት
- መ/ ጋዜጦችና መጽሔቶች።
- ሠ/ ዘገባዎችና የመሳሰሉት ናቸው።

### ቃለ መጠይቅ፤

ጉዳዩ ከሚመለከታቸው ክፍሎች የበለጠ ሊያስረዳን የሚችል የለምና ቀርቦን እናነጋግር ። በጥንቃቄ ተዘጋጅቶ በዘዴ የቀረበ ጥያቄ ሊረዳን ሰለሚችል ትኩረት እንስጥበት። ጥያቄዎቻችን በጣም ቁጥብ ከሆኑ የፈለግነውን ያህል መረጃ ማግኘት ያስችለናልና ጥንቃቄ እናድርግ። ሰፊ ያለ አመለካከት ጠንካራ ነጥቦችን ለማግኘት ያስችላል። ሰለዚህ የቅርብ ጓደኞቻችንን በጀመርነው ጉዳይ ላይ እናነጋግራቸው።

ደብዳቤዎችና መጠይቆች ተጨማሪ መረጃዎችን ለማግኘት በነገሩ ላይ ያውቃሉ ወደተባሉት ክፍሎች ደብዳቤና መጠይቆችን እናሰራጭ። መረጃችን የምንፈልግበትን ምክንያትና ትክክለኛውን ነጥብ ገልጸን እንላክ። በጣም የተንዛዛ መጠይቅ



ቅርጫት የመወርወር ዕድል ስለሚኖረው ጥንቃቄ እናድርግ። በተቻለ መጠን በቀላሉ ሊመለሱ የሚችሉ ጥያቄዎችን እናስፍር።

የጽሑፍ መረጃዎችና መጻሕፍት ንግግርን በተፈለገው መንገድ ለማቅረብ ሲፈለግ በስፋት መረጃዎችን ማግኘት የሚቻለው ከተዘጋጁ ጽሑፎች ነው። እነዚህም፡ ሀ/ ከጋዜጦች

ለ/ ከመጽሔቶች፤

4. ጥቅስ የንግግር አቅጣጫን አሳጥሮ ወይም ስብስብ አድርጎ ለማቅረብ ከመርዳቱም ባሻገር አይረሴ ግንዛቤን በተጨማሪም ቁምነገሮች ላይ እንዲውል ይረዳል።

5. በትርፍ ጊዜ ስለዝግጅታችን እናስብበት። ቅደም ተከተሉን በአእምሮአችን እንዳስሰው። ይህም በየንዳንዱ ርዕስ አሻሚ የሆኑ ነጥቦችን ለማስወገድ ይረዳል።

6. ጥሩ ልምድ እስካላገኘን ድረስ ንግግራችንን ሙሉ በሙሉ በጽሁፍ እናስፍረው። ለንግግር የተዘጋጀውን ጽሑፍና ማስታወሻችንን እናስተያየው። ይህም የተገደፈ ሃሳብ ካለ ለማስተካከል ይጠቅማል።

7. ንግግር በሚዘጋጅበት ወቅት አቀራረቡ ሊያምር የሚችለው በሚከተሉት ነጥቦች ላይ ትኩረት ሲጨመርበት ነው። እነዚህም፡ ሀ/ ገለጻ

ለ/ በማነጻጸር መጻፍ

ሐ/ ተፈላጊ ምሳሌዎችን መስጠት

መ/ በተወሰኑ ነጥቦች ላይ ማተኮር

ሠ/ አኃዛዊ መረጃ እንዲኖር ማድረግ፤

ረ/ ተጨባጭ መረጃ ማቅረብ፤ ሰ/ እየደጋገሙ አሻሽሎ መጻፍ ናቸው።

በተጨማሪም ካርታዎችን፣ ሥዕሎችን፣ ንድፎችንና ሞዴሎችን አያይዞ ማቅረብ የሚፈለገውን መልዕክት በጥሩ ሆኔታ ለማስጨበጥ ይረዳል።

8. ለንግግር የሚዘጋጅ ጽሑፍ ወደ ምንባብ የሚያደላ ይመስላል። በምንዘጋጅበት ጊዜ በሁለት ጓደኞቻችን መካከል እንደሚካሄድ ጨዋታ አድርገን እንጻፍ፤ ስለዚህ ቀላል ቃላትና አጫጭር ዐረፍተ ነገሮችን እንጠቀም።

9. አጠር ብሎ የተዘጋጀ ንግግር ለዛ ይኖረዋል። ጠቃሚ በሆኑ ነጥቦች ላይ ተመርኩዞ ማብራሪያ እየለጠ ማቅረብ ንግግሩ ተቀባይነት እንዲኖረው ይረዳል።

10. የሚዘጋጀው ንግግር ማራኪ መሆን አለበት። አንድ መጽሐፍ የአንባቢውን ስሜት ካልያዘ አስቀምጦት ወደ ሌላ ሥራ ይሰማራል። እንዲሁም ንግግር የተደራሲያኑን ስሜት ካልሳበ አቋርጠው ይወጣሉ፤ ያፏጫሉ፤ ጫጫታ ያበዛሉ። በዚህም የተናጋሪው ሞራል ይለበራል። እንዲበላጭ፣ ፈራተባ እንዲልና ግራ እንዲጋባ ያደርጉታል። ይህ እንዳይሆን የሚዘጋጀው ንግግር ስሜተን ወጥሮ እንዲይዝ አስፈላጊው ክንውን መካሄድ አለበት። ለዚህም መፍትሔ ይሆናል ተብሎ የተገመተው ቀደም ሲል እንደተጠቀሰው ቀላልና ግልጽ የቋንቋ አጠቃቀም፣ ከጠንካራ ገለጻ አስተያየትን እየጨመሩ ማዘጋጀት ጠቃሚ ይሆናል።

11. የሚዘጋጀው ንግግር ሁሉን አቀፍ ይሁን። የተለያዩ ተደራሲያን አመለካከት ሰፊ፣ውስን፣ ረቂቅ ሊሆን ይችላል። ይህም ጎልቶ የሚታየው በምሁራን አካባቢ በመሆኑ ጠቅላላ ካሉት ውስጥ የተለየ ፍላጎት ይኖራቸዋል። ይህም ሲባል ስፋ ያለ ገለጻ ለማግኘት ይጥራሉ። ሌላው ትኩረት ሊሰጠው የሚገባ ነጥብ የሰብሰባው ተካፋዮች በእድሜ የሚለያዩ ከሆነ ወጣቶች ከሽማግሌዎች ለየት ያለ ፍላጎት ይኖራቸዋል። በዚህም ማንበራዊ፣ ፖለቲካዊና ኢኮኖሚያዊ ሁኔታዎች ቦታ ሊሰጣቸው ይገባል።

12. በመጨረሻም ተደራሲያኑ የንግግሩ ተሳታፊ የሚሆኑበት መንገድ የሚከፍት መሆን እንዳለበት አንዘጋ። በቀረቡት ነጥቦች ተቃውሞ እንዳላቸው ወይም በደስታ የተቀበሉት መሆኑን በር እንዲከፍትላቸው ሆኖ መዘጋጀት ይኖርበታል። ከዚህም ሌላ በአዘጋጀው የንግግር ጽሑፍ ላይ እምነት ካጣንበት ወይም የሚያረካን ሆኖ ካላገኘው እንደገና በታትነን በአዲስ መልክ እናዘጋጀው።

13. ለበላይ ኃላፊ የሚዘጋጅ የንግግር ጽሑፍ ከሆነ ፍላጎቱን ማጤንና ከዕውነታው ጋር ማገናዘብ ተገቢ ነው።

ንግግር ለማዘጋጀት የምንከተላቸው ሦስት አበይት መንገዶች

1/መግቢያ

የተደራሲያኑን ፣ ስሜት አስባስቦ ለመያዝ ሲፈለግ መግቢያው ወላጅነት ስላለው በከፍተኛ ጥንቃቄ መዘጋጀት አለበት።



አጥጋቢ ውጤት ላይ ለመድረስም ሆነ በአንጻሩም የንግግር መክሸፍ እንዳገጥምና ተናጋሪው ልቡን ሞልቶ እንዲቀጥል የሚያስችለው በመሆኑ ተኩረት ሊሰጠው ይገባል። በተለይም፣ «በዛሬው ንግግራ ለማቅረብ የምፈልጋቸው ነጥቦች ወይም ንግግራ የሚያተኩርባቸው አቅጣጫዎች ... ሲሆኑ » ብሎ ማቅረብ ተደራሲያኑ ሃሳባቸውን ሰብሰብ አድርገው እንዲከታተሉ የሚያስችል ዘዴ በመሆኑ መጠቀሙ አስፈላጊ ይሆናል።

2/ የንግግሩ አካል

የንግግሩ አካል በአቀድ ላይ ያተኮረ ሆኖ በጥበብና በዘዴ እየተመራ በተጨማሪም ነገሮች ላይ መቅረብ ይኖርበታል። ከዚህም ጋር ተኩረት ሊሰጥባቸው የሚገቡ ቁም ነገሮች ምን ዓይነት እንደሆኑ በጥልቀት ማወቅ ይገባል። ይህ ሲሆን የተደራሲያኑ ስሜት በሚገባ ተነክቶ መልዕክቱን እንዲገነዘቡ ይረዳል። በሌላ በኩል ልሳነ ቅን ወይም አንደበተ ርቱዕ በሆነ መንገድ መቅረቡ ብቻ ንግግሩን ብቁ ሊያደርገው አይችልም - ስለዚህ፡

- ግራ ከሚያጋባ የቋንቋ አጠቃቀም መቆጠብ፤
- ከአቅራቢው አስተሳሰብና አመለካከት እንዲሁም ከስብዕና ጋር በሚመጣጠን ሁኔታ ማዘጋጀት፤
- ቀደም ሲል በተለያዩ ጊዜያት ቀርበው ከነበሩ የንግግር ጽሑፎች ጋር ማስተያየት፤
- የንግግሩ አካል /ሐተታ/ የተደራሲያኑን ስሜት ሙሉ በሙሉ አንዲይዝ ማድረግ አስፈላጊ ነው። ይህም ሲሆን የሚችለው ንግግሩ የሚከተሉትን ነጥቦች አቅፎ

- ሲገኝ ነው። እነዚህም፡
- እውነታ
- ቅርብነት /በተመልካች ወይም ባካባቢው ባሉ ነገሮች መጠቀምን ይመለከታል። ተመሳሳይነት/በሁሉም ዘንድ የሚታወቁ ጉዳዮች/
- አዲስነት / ለምሳሌ ውሻ ሰውን ነክሰ ብንል አዲስ አይሆንም ። ግን ሰው ውሻን ነክሰ ብንል አዲስ ይሆናል።/
- ልብ መስቀል/
- ፈገግ የሚያሰኝ /ከጉዳዩ ጋር የሚዛመድ መሆን አለበት።/

በሌላ በኩል ተከታታይነትና አንድነት ያለው እንዲሆን ነጥቦችን በቅደም ተከተል ማቅረብና ማስፋፋት ንግግርን ለዛ ይሰጠዋል። ሆኖም ከመጠን በላይ የተጓዘዛና ረቂቅነት ያለው ሃሳብ ይዞ መቅረብ ንግግርን ስለሚያበላሽ ከእንዲህ ዓይነቱ የአጻጻፍ ሥልት መቆጠብ አስፈላጊ ነው።

የንግግሩ አካል አጠር መጠን ብሎ መቅረብ ይኖርብታል። ብንልም አንዳንድ ጊዜ ሰፋ ብሎ እንዲዘጋጅ ሁኔታዎች ያስገድዱን ይሆናል። ስለዚህ የተጓዘዛ ሆኖ ከተደራሲያኑ ጋር ያለንን ግንኙነት እንዳያቋርጥብን በትረካው በኩል ጥንቃቄ መኖር አለበት። ከዚህም ጋር የንግግሩን ይዘት ለማጣፈጥ እንዲረዱ ተረትና ምሳሌዎችን፣ ፈሊጣዊ አነጋገሮችን ቅኔዎችንና የመሳሰሉትን መጠቀም ንግግሩን ጣዕም ለዛና ተደማጭነት ይሰጠዋል። በተጨማሪም ቀደም ሲል የተጠቀሱትን ከ1-12 ያሉትን ጠቃሚ ነጥቦች ማጤን ተገቢ ነው።

3/ መደምደሚያ

በአንድ የንግግር ዝግጅት ላይ መግቢያው ተናጋሪውንና ተደራሲያንን የሚያገናኝ ድልድይ እንደመሆኑ መደምደሚያውም ከዚህ ተነጥሎ የሚታይ አይደለም። ስለዚህ የቋንቋ አቀራረብ የተዋጣ መደምደሚያ እንዲሆን ሲፈለግ ቀደም ሲል በቀረበው ፍሬ ሃሳብ ላይ ተመርኩዞ በተመጠነ ቃላት በጸፍ አሳማኝ ነጥቦችን ማስጨበጥ ይቻላል።

አራት የንግግር ዘዴዎች

1/ ያልተዘጋጀበት ንግግር

ይህ ዓይነቱ ንግግር በተወሰነ ወቅት ስሜት ገንፍሎ ወይም አይሎ ምንም ዝግጅት ስይደረግበት የሚቀርብ ነው።

ተናጋሪው መሠረት አድርጎ የሚነሳው ቀደም ሲል በነበረው አጠቃላይ እውቀትና ኪሄል ጭምር ነው። ይህ ዓይነቱ አቀራረብ በቂ ዝግጅት ያልተደረገበት በመሆኑ ለትችትና ላልተጠበቀ ችግር ሊያጋልጥ ይችላል። ሆኖም አንዳንድ ጊዜ በሁኔታዎች አለመመቻቸት የዚህን ዓይነት አቀራረብ እንድንጠቀም የምንገደድበት ጊዜ ይኖራል።

2/ ቀደም ሲል የተጠና ንግግር

ይህ ዓይነቱ ዘዴ የተዘጋጀውን ጽሑፍ ቃለ በቃል አጥንቶ መቅረብን ይይዛል። አንዳንድ ጊዜ የመፍጠን ዝንባሌ ስለሚኖር የቃላትን ትርጉም ሳይገነዘቡ ማቅረብ ይታያል። በዚህ ዘዴ ጠንክር ያለ አቀራረብ ስለማይኖር የተደራሲያኑን ተሳትፎ በትክክል



ለማወቅ ያስችግራል።

3/ ጽሑፍ እያነበቡ ማቅረብ

በዚህ ዘዴ መጠቀም የሚቻለው መደበኛ በሆነ ስብሰባ ላይ ነው። ይህ ዘዴ በአቀራቢውና በተደራሲያኑ መካከል ያለውን መተያየት ያቋርጣል። ምናልባት አልፎ አልፎ ቀና በማለት በዓይኑ ገረፍ አድርጎ ከመመለስ በስተቀር የተደራሲያኑን አጠቃላይ ግንዛቤ ከሁኔታዎች ለመረዳት አያስችለውም። አንዳንድ ጊዜ ከፍርሃት የተነሳ የመረበሽና የድምፅ አለመስተካከል ይታያል። ይህም ከልምምድ ብዛት ሊሻሻል ይችላል።

4/ አጠቃላይና ውስን የሆነ አቀራረብ-

ይህ ዓይነቱ የንግግር አቀራረብ ዘወትር የሚደገፍና በተግባርም ተደጋግሞ የታየ ውጤታማ ዘዴ ነው። ንግግሩ በጥንቃቄ እቅድን ተመርኩዞ በዝርዝር የተቀመረ ነው። ንግግሩን በሚያገሉ ቃላት መጠናቀር ያለበት ሲሆን እያንዳንዱ ቃላት መልእክቱን በጉልህ የሚያስተላልፉ መሆን አለባቸው።

በመጨረሻም በሚገባ የተዘጋጀ የንግግር ጽሑፍ ጥሩ ተናጋሪ ይፈልጋል። ጥሩ ተናጋሪ ከሆነም ጥሩ አድማጫ ያገኛል። እንዲህ ዓይነቱ ተናጋሪ የሚከተሉትን ነጥቦች አሟልቷል ማለት ነው።

1. ንቁ ነው፤ ብሩኅ ስሜት አለው፤ ጽኑ ምኞት ይታይበታል፤ ለነገር አሰራላጊ የሆኑ ጉዳዮችን ይዞ በመቅረቡ ተደራሲያኑን በግሩም ማነበራዊ ነገር ውስጥ ያያቸዋል። የሚያቀርበውን በሚገባ የሚያውቅ ከመሆኑ የተነሳ በሚሰጠው ትምህርት ላይ ተደራሲያኑ ስሜት እንዲኖራቸው ያደርጋል።

2. ንግግር ለማድረግ ሲል ብቻ እንዲሁ የሚቀርብ አይደለም። ተደራሲያኑ በሥልጣኑ ፈርተው እንዲቀበሉትም የሚሻ አይሆንም።

3. የተደራሲያኑን የልብ ትርታ ያዳምጣል። ጊዜ ወርቅ መሆኑን የተገነዘበ በመሆኑ የሆነ ያልሆነውን እየቀጠረ የተደራሲያኑን ጊዜ በከንቱ የሚያባክን አይደለም።

4. ኃላፊነት የሚሰማው በመሆኑ የተሰጠውን የንግግር ጊዜ ገደብ በሚገባ የሚጠቀም ነው።

5. በሚያቀርበው ትምህርት ላይ ኃላፊነት ይሰማዋል። ከአቅሙ በላይ ለመሆን ስለማይሻ የሚያቀርበው ሃሳብ የተመጠነ ነው።

6. እንደ መሪ ይቆጠራል። በግልጽ በሚታይበት ቦታ ሆኖ የተደራሲያኑን ዐይን እየቃኘ በሙሉ ልብ የሚቀርብ ነው።

7. የሚያቀርበውን ነገር በሚገባ በማወቁ ከመጠን በላይ እየተዘናና እራሱን ከሰው በላይ በማደርግ የሚኮፈስ አይደለም።

8. የተደላደለ አእምሮ ያለው በመሆኑ የሚያቀርበውን ሃሳብ ሚዛኑን የጠበቀ ነው።

9. ተደራሲያኑን እያዘናና መልዕክቱን በሚገባ የሚያስተላልፍ ነው።

ንግግር አቅራቢዎች አንዳንድ ጊዜ ያሰቡት ሳይሳካላቸው የሚቀረው ምን ሲሆን ነው

1. ተናጋሪው የሚጨበጥ ነገር ይዞ አልቀረበም። ንግግሩ ስሜት የሚሰጥ አይደለም። አዲስ ነገር አይታይበትም። የሰዎችን ሕይወት አልዳሰሰም። እርግጠኛ በሆኑ ነጥቦች ላይ አላተኮረም።
2. ስለሚናገረው የሚያውቅ

አይመስልም። በተለይም ጽሑፉ በአዋኪ ቃላት፣ ሐረጎችና ዐረፍተ ነገሮች የተሞላ ሆኖ ተደራሲያኑ ቅንጣት ነጥብ አልያዙለትም።

3. ተደራሲያኑ በቀረበው ሃሳብ ላይ በልዩ ልዩ ቦታዎች እንዲወያዩበት የሚጋብዝ አልሆነም።

4. ተደራሲያኑ በሚፈልጉት መንገድ የቀረበ ካለመሆኑም ሌላ ካለው የጊዜ ገደብ ጋር አልተጣጣመም።

5. አያሌ ቁምነገሮችን ይዞ የቀረበ ሊመስለው ይችላል። በሌላም በኩል ተደራሲያኑ እሱ የሚያትተውን ዝባዝንኬ የተረዱ መስሎት ይሆናል- ጭራሽ ሳይገባቸው።

6. ለንግግሩ የተዘጋጀው ጽሑፍ ጥሩ ሊሆን ይችላል። ነገር ግን ንግግሩ የማይሰማ ሲሆንና በተለይም በተወሰኑ ነጥቦች ላይ የሚጣደፍ ሆኖ ከተደራሲያኑ ጆሮ ሳይደርስ ቀርቶ ሊሆን ይችላል። ስለዚህ የንግግር ጽሑፍ በምናዘጋጅበት ጊዜ ከፍ ሲል የተጠቀሱትን ነጥቦች ግንዛቤ ዉስጥ በማስገባት ጆሮ ግቡና ማራኪ ንግግር ማዘጋጀት ይኖርብናል።

ዋቢ መጻሕፍት

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አጫጭር ገጠመኞች

ቀበጡ ዕለት

የዛሬ 23 ዓመት ገደማ ነው ፤ ጊዜው እንዴት ይከንፋል እናንተዬ። አዲስ አበባ ዩኒቨርስቲ ውስጥ የ3ኛ ዓመት ተማሪ ነኝ። በክፍለ ሀገር ተማሪነቴ ምክንያት በዩኒቨርስቲው ውስጥ የማደሪያ አልጋ ተሰጥቶኛል። አሁን የአንድ ትልቅ ባለሥልጣን ዋና አማካሪ የሆነ የዚያን ጊዜ ጓደኛዬ በማትሪክ ፈተናው አዲስ አበባ በመሆኑ አልጋ አልተሰጠውምና የኔን አልጋ ተጋርተን እንተኛለን። ደባሉ ጓደኛዬና ሌሎች የዶርሜ ልጆች በመዋደድና በመፋቀር እንኖራለን።

አንድ ቀን የእራት ሰዓትን በአካል ተገኝቼ እንዳላከበር ያስገደደኝ ጉዳይ ገጠመኝ። በብጫቁ ወረቀት ማስታወሻ አስኖሬ ያ ጓደኛዬ ራቴን እንዲያመጣልኝ ሳህን አስቀምጫለት ወደ ጉዳዩ አመራሁ። ያም ጓደኛዬ ማስታወሻውንና ሳህኑን ይዞ በጥድፊያ ወደ ካሬው በመሄድ ራቴን አመጣልኝ።

ከሄድኩበት ቦታ ስመለስ ራቴን ባገኘውም ያልጠበቅሁት ዱብ ዕዳ እንደተፈጠረ ጓደኛዬ ሲያረዳኝ መራት ተሰንጥቃ በተውጠኝ ወይም እንደ ሎጥ ማስት የጨው አምድ ሆኜ በቀር የማያስመኝ ችግር መፈጠሩን ተረዳሁ። መብላት አይበለው - በላሁ፤ ነገር ግን

ሌሊቱ እስኪነጋ እንቅልፍ የሚባል ባይኔ ሳይዞር ሌቱ ወገን አለ።

ነገሩ እንዲህ ነው። ያኔም ሆነ ዛሬ ከስው ጋር ተግባብቶ መኖር ግምባሬ ነውና (ራሴን አሞካሽሁ ወይም አጋነንሁ ልበል?) የካሬው ካቦ / መጋቢ አለቃ/ ጋር ከመጠን በላይ ነበር የምንግባባውና የምንወዳደው። በጣም እንቀራረባለን። ይህ ሰውዬ ተማሪው ያወጣለት ስም 'ኢምፔርያሊዝም' ይባላል። በፊቱ ግን ደፍሮ ያን ስም የሚጠራ የለም - የእንጀራ ገመዱን ለመበጠስ ያለመ ከልሆነ በስተቀር ። ያ ጀርጃራ ጓደኛዬ ያስቀመጥኩለትን ማስታወሻ ጨርሶ ሳያነብ በኪሱ ጽዮት ወደ ካሬው ሄዳል።

ጓደኛዬ - 'እንትና' ሰው ጠርቶት ከግቢ ስለወጣ ራቴን በዚህ ሰዓት አምጣልኝ ብሎኛልና ልውስድለት? አቶ እንትና - አሱ እንዳለህ እንዴት አውቃለሁ?

ጓደኛዬ - ማስታወሻ ጽፎ ከነሳህኑ አስቀምጦ ነው የሂደው

አቶ እንትና- የታል ማስታወሻው? ጓደኛዬ - ይሄውና

አቶ እንትና ማስታወሻውን ሲያነቡ እኔ የተጠቀምኩበት ስም የመዝገብ ስማቸውን ሳይሆን

ተማሪዎች የሚጠቀሙበትን «... ኢምፔርያሊዝምን ጠይቃቸውና በጣም ስለምንግባባ አይከለክሉህም። ...» የሚለው ላይ ሲደርሱ ደማቸው ክፋኛ እዩተንተከተከና አራስ ነበር ሆነው ስለርሳቸውና ስለ ኢምፔሪያሊዝም ማንነትና ምንነት ጓደኛዬ እስኪያንገሸገሸው ዱላ ቀረሽ ዲስኩር ሲከመኩም እንዳመሽ ነገረኝ።

በማግስቱ ከመዋሸት ሌላ ምንም ምርጫ አልነበረኝም - ስለመታመኔ እስካሁን ድረስ ማረጋገጫ ባይኖረኝም - አያድርስ ነው። «ጋሽ እንትናዬ እኔ እራቴን በጊዜ በልቼ እንደሄድኩ እርስዎም አይተውኛል። ነገር ግን የኔና የርስዎን መቀራረብ ስለሚያውቁ ራሳቸው ጓደኞቼ ናቸው ያን ማስታወሻ ጽፈው ድጋሚ ራት የበሉት። አዝናለሁ ...» ብዙ ተንፈራገጥኩ ለማሳመን። የኢምፔርያሊዝም ምንነት ለኔም በተራዬ ተደሰክረልኝ። ያኔ ያፈርኩትን ማፈር መቼም አፍሬ አላውቅም። ሰውዬው በሐይወት ኖሩም አልኖሩም ይህ እንደንስሃ ይሁንልኝ። እናንተም አንባቢዎች ማዕረገ ክህነት ባይኖራችሁም እንኳ በማይም ቃላችሁ ፍቱኝ።



### እንዲህም አለ

ይህ ገጠመኝ የአንድ ወዳጅ ነው። በተፈጥሮ የታደለውን የጾታ ልዩነት አንዳችም ብክነት ሳያስመዘግብ በቅጡ ሥራ ላይ ያዋለ ለመሆኑ እኔ አንዱ ምስክር ነኝ። ከወደ አንደበቱም ከወደ ተግባራዊ ክዋኔውም አማልቶ የሰጠው ነው። አጥምዶ የሳተንትን ጊዜ ብዙም አላስታውሰም። በራሱ አንደበት ከኔ ዕይታ ውጭ ያጋጠመውን ግን ነግሮኛል።

አንድ ቀደም ባለ ወቅት ምናልባት ጋብቻ ባልፈጸመበት ወቅት /ለዚች አምድ ፍጆታም አለማግባቱ ይመረጣል/ ለዘመድ ጥያቄ ወደ ክፍለ ሀገር ይሄዳል። ከሄደበት ወደ አዲስ አበባ ለመመለስ ሁለት ቀናት ይፈጃል። ይህ ጓደኛዬ በጨዋታውና በቀልዱ ጥርስ አያስከድንም። እንኳን ብዙ ትግል የማያስፈልግበትን የተቃራኒ የታ ትኩረት ለመሰብ የወንዶች ጓደኞቹን ልብና ቀልብ በጨዋታ ሰማሸፈኑ ብዙም አይቸገርም።

ከሄደበት ክፍለ ሀገር ሲመለስ ታዲያ ከሁሉም ተሳፋሪ ጋር በተለይም ከአንድዋ የተማሪች የምትመስል ሴት ወይዘሮ ጋር የአውቶቢሉ ጣሪያ እስኪርገፈገፍ ድረስ ሳቅ በሳቅ ሆነው ውለዋል። ለመሽ አንዱ ከተማ ላይ ማደር ነበረባቸው። ማለዳ ላይ የጣለው ወጥመድ በለስ ቀንቶት ግዳዩን ሲያስቆጥር መቃረቡን ከልምድ የተረዳው ጓደኛዬ ከዚያች ሴት ወይዘሮ ባልተለመደ ሁኔታ የተነገረው መልዕክት ሀሞቱን አፈሰሰው።

ጓደኛዬ «እንግዲህ መቼም 'ዋ ብሎ ጉርስ' አይቀርምና ይህን የለው አገር ብርድ አብረን ብንቋቋመው ምን ይመስልሻል?» ብሎ ይጠይቃታል። ለይስሙላው ጠየቀ እንበል እንጂ ከነበረው በሳል ልምድ አንጻር እምቢታን ጠብቆ ሳይሆን የሴትዮዋን መመረጥ በማብሰር ከሌሎቹ ሴቶች እርሱዋ ለርሱ የምትመጥን መሆንዋን ለመግለጽም ነበር። ሴትዮዋ ምን ብትለው ጥሩ ነው ትላላችሁ? «ተገኝቶ ነው?» ነው አይደል ማለት ያለባት?

እያሳዘነ ያስደስታል - መልሱዋ ሌላ ነው። «መሰባቸውን፣ መጫወታችን፣ አብረን ቀንን በፍቅርና በጨዋታ ማሳለፋችን ጥሩ ነው። ነገር ግን እስከ ዘንድ ገሊጻህ ይታይህ - እኔ የአንተ ባለቤት ብሆን አምነኸኝ ብቻዬን ክፍለ ሀገር ልከኸኝ ስመለስ ልክ አንተ እንደጠየቅኸኝ ከሌላ ከሚጠይቀኝ ሰው ጋር ባድር ምን ይስማኸል? በእህትነትና በወንድምነት ወዳጅነትና ፍቅር መቀጠሉ አይበልጥም? የጨዋታ ሁሉ መጨረሻ ወሰብ መሆን አለበት ያለው ማን ነው?» በማለት ከገሊጻው እስከዝንተኝ ዓለም የማይጠፋ ግንዛቤ አስጨበጠችው።

እኔ ቀናሁበት። እናንተስ? «ይቺንስ ማግባት ነበር?» አንዳይባል ስንቱ ተገብቶ ያልቃል? በዚያስ ላይ የአርስዋስ አርአያነት መንስኤው የትዳርዋን ዋልታና ማገር በጊዜያዊ የሆደ ሆይታ «ፍቅር» አልንድም ማለቷ አይደል?

### The Bathtub Test

During a visit to the mental asylum, a visitor asked the Director, "How do you determine whether or not a patient should be institutionalized?" "Well," said the Director, "We fill up a bathtub, then we offer a teaspoon, a teacup and a bucket to the patient and ask him or her to empty the bathtub."

"Oh, I understand," said the visitor. "A normal person would use the bucket because it's bigger than the spoon or the teacup."

"No" said the Director, "A normal person would pull the plug. Do you want a bed near the window?"

Source: an email from a yahoo group.



### ዎጣት ነገር

አራት ኪሎ የሚገኘው የሳይንስ ፋካልቲ (ኢ.አ.ዩ) ከፍተኛ የሕዝብ እንቅስቃሴ የሚታይበት ነው። በተለይ በሥራ መግቢያና መውጫ ሰዓት አካባቢ ጠጠር ቢወረወር መሬት አያርፍም- ዳሮም አሁንም። ዳግማዊ ምኒልክን የመሳሰሉ የዘመናዊ ት/ቤት ጅምርዎች፣ እንጂሊ ባር፣ ሲፒዩ ወዘተ. የሚገኙት በዚህ አካባቢ ነው።

አንድ የሳይንስ ፋካልቲ ተማሪ የአራት ሰዓቱ እስኪደርስ ከጓደኞቹ ጋር ወጭ ወራጁን እየየ ፊርማታው አካባቢ ቆሟል። ወደ ዳግማዊ ምኒልክ ት/ቤት የሚገቡ የማታ ቆንጆች ተማሪዎች ወደ ላይ ይወጣሉ። በፊርማታው ላይ ከአንበሳ የከተማ አውቶቢስ የሚራገፍ አለባበሳቸው ያማሪ ውብ

ሴቶች አሉ። የመደበኞች የምኒልክ ሴት ተማሪዎችና የሱፐር ማርኬቶች ሴት ደንበኞች እንዲሁም የኮተቤን መሰመር ለማግኘት ከስድስትና ከአምስት ኪሎ ወደታች የሚገርፉ ዓይነ ግቡ ሴቶች ወደ ታች ይወርዳሉ።

በዚህ መሀል ከጓደኞቹ ጋር ቆሞ ለውጥ ያህል ከነሱ ጋር መስሎ በጨዋታቸው ይሳተፍ የነበረው ባለታሪካችን ተማሪ ከዚህ ሁሉ ተዕይንት በኋላ ወደራቱ ሊገባ ወደ ዋናው በር ያመራል። የግቢው ጥበቃዎች ደግሞ ገቢ ወጭውን ከላይ እስከታች በዓይኖቸው እየመነጠሩና ሲያስፈልግም አካልን እየፈተኑ ነው የሚያስገቡና የሚያስወጡ። እንደሚታወቀው ደግሞ በየተኛውም ዩኒቨርሲቲ ካምፖስ ጫትና የአልኮል መጠጥ የመሳሰሉ 'አካይሰት' ነገሮች

እንዲገቡ አይፈቀድም።

ይህ ባለታሪካችን ሊገባ አንዱ ጥበቃ ዐይነት ከፋኛ ጣለበት- እሰውነቱ አካፋይ እግሮቹ መባቀያ አካባቢ። ልጁ ምንም ነገር እንደልያዘ ግልጽ ነው። በዚያን ወቅት ሊያገኘው የማይችለውን ነገር ማሰብና አስቦም መመኘቱ ካመጣበት ጊዜያዊ የሰሜት ቱግታ በስተቀር። ጥበቃው ተማሪውን ፤ «በል ተሜ ተነቅቶብኻል እዚያ አካባቢ የወሸቅሻትን ጫት ጣይና ነይ፣ አለበሰዚያ ጉድሽ ይፈላል!» ይለዋል። ተማሪው ይደነግጣል። ጫት አልያዘማ ! በቅጽበት ግን ያ ጫት የተባለው ነገር እንደጉም በንኖ ጥበቃውን ቃላባይ ያደርገዋል። ጫቱ በመጥፋቱ ተረኛ ዘቦች በአግራሞት ተሳለቀው ጥበቃው ወደ ጥበቃው ተማሪውም ወደራቱ ። አይ የተማሪ ነገር!

### ገደ ያባውን ...

አራት ኪሎ በሚገኘው የአዲስ አበባ ዩኒቨርሲቲ የሳይንስ ፋካልቲ ካምፖስ ውስጥ ነው አንድ ወቅት። አንድ ዶርም የሚጋሩ አራት ተማሪዎች አሉ። አንዱ ሽሚዝ ይጠፋዋል። ከአራት አንደኛቸው በእጅ ዐመል ከመጠርጠሩ ውጭ ይህ ልጅ ሽሚዝን ማን እንደመነተፈው አላወቀም።

ጥርጣሬውን በሆዱ ይዞ የሽሚዝን መጥፋት ለማንም ሳይናገር ቆየ።

በዚያው ሰዎን ዶርሙ በር ላይ ደርሶ ቁልፉን ሲፈትሽ ያጣዋል። ከዶርም ጓደኞቹ ምናልባት አንዱን ቢያይና ቁልፍ እንዲያውሰው ቢፈልግ ወደ ኋላው ዞር ብሎ በቃኝ ያን ተጠርጣሪ ጓደኛቸውን ከሩቅ ይመለከተዋል። ያኒ ድምጹን ከፍ

አድርጎ በመጣራት "እባክህን ቁልፍህን ወርውርልኝ" ቢለው ባልሰማ ጆሮ ላይ ሆድ ያባው ታከለበትና "የምን ሽሚዝ ነው፣ እኔ የአንተን ሽሚዝ አላየሁም!" ይለዋል። ይህ ልጅ ቁልፍ ጠየቀው እንጂ ስለሽሚዝ በጭራሽ አላነሳም ነበርና በምላስ ወለምታ ፍንጭዋን ያገኛትን ሽሚዝ ፈለጉዋን ተከትሎ በካምፖሱ ሕግ መሠረት የገባችበት ገብቶ አገኛት።

ፈጠነ፣ "ጥርሴን በጣም አሞኛል። በቶሎ ማስነቀል አለብኝ።"

ታመነ፣ "ማስነቀል የለብህም። ትናንት እኔም ጥርሴን በጣም አሞኝ ስጩክ፣ ሚስቴ ዳበስ ዳበስ እያደረገች ብትስመኝ ወዲያው ሐመሙ ተረሳኝ ፣ ይኸው እስካሁን ትቶኛል። ለምን አንተስ ይህን አትሞክርም?" ይላል።

ፈጠነ፣ "በጣም ጥሩ ! አሁን ሚስትህ እቤት አለች?"

ከ "ፈገግታ" የቀልዶች ስብስብ መጽሐፍ የተወሰደ



“እርሱ! ደርቤ ነው። በማይሆን ነገር ለው አትንክ።”

“በሽታ ይደራረብህና እሱማ ቢሆን ነው እንዲህ የለም አየተባለ አቀሉን ያጣው። ከአሁን ጋር የዋለች ጊደር ምን ተምራ መጣች አሉ? እሱ ገና ብዙ ያስተምርሃል። እስከ ለማንኛውም እሱን ወረቀት አምጣው?”

“እንዲህ አንቺ እኔም በስንት ፍጻ ነው ያነበብኩት።”

“አቤት! አቤት! ወገኛ! መሆረተ ትምህርቱን እንደሆነ እኩል ነው የጨረሰው። እንዲያውም የእኔ ውጤት ባይሻል። ቅራሪህን ከሸዋዬ ቤት ስታንቃርር በስንት መከራ ተጨረሰና አፍህን ሞልተህ ለመሳደብ በቃህ ። ያም ሆነ ይህ አምጣው ልየው?”

“በእንግሊዘኛ ስለተጻፈ ምንን ብለሽ ታነቢዋለሽ?”

“ዓይኔን አታስቀው ጥርሴስ ልማዱ ነው። ብለህ ብለህ እንግሊዘኛም አንባቢ ሆንክ? ይህኛን ማምታቻ ወደ ጉን ጣል አድርጋት እባክህን።”

ምን ይገባል! ሁሉም እኮ ከእናቱ ሆኖ አይማረውም። ከራሰግሽ አንቺንም በቅርብ አስተምርሻለሁ። ለሁሉም ጠባይሽ ይመር!”

“ይህኛ ሁሉ የማዘናጊያ መንገድ ናት። አምጣው ብያለሁ አምጣው?”

“ትፈነጅ እንደሆን አያለሁ፤ አልሰጥም።”

“የሸዋዬ ምሥጢር እንዳይወጣ ነው። ዛሬ ይህኛ ቤት

ትቃጠላላች እንጂ እግርህ አትወጣም። አይ! ካልክ ደግሞ ሂድና ተከርቸም። ላንተ ምን ተስኖህ። እጥፍጥፍ ብለህ አንጀት በልቶ መግባቱን እንደሆን ታውቅበታለህ። ወይኔ! አዛሱ የቀበጠ ዕለት ሞት አይገኝም። አሁን አንተ የእኔ ባል መሆን ቀርቶ አብራ መጋደሜ ለእኔ ሞት መሆኑን ከተረዳሁ ሰንብቻለሁ። የሰውንማ ፋተታ ምንን ይገዢው። ‘ይህን ስንዝር የማይሞላ የምድር እንባይ የሚያክል አሁን ምን ብላ አስገባችው? ‘ይህና ሲታጣ ይመለመላል ጉባጣ’ ሆኖ ነው እንጂ። እርሱ አዛሱ የኮራች የደራች የሴት ወይዘሮ ናት! እየተባልኩ አዳሜ በበላ በጠጣ ቁጥር የወሬ ማጣፊጫ እንዳደረገኝ ልቦናዬ ያውቀዋል። ታዲያ ይህን ሁሉ ወደ ጉን ጥዬ ይሁን ቢሻው ባልኩ አንተም ሰው ሆንክና ያየኸው እንዳይቀር እሜቱ ሸዋዬን ደርበህ ለመያዝ ይኸውና የምትሠራውን አሳጣህ። አቤት! ምሥጢሩ እንዳይታወቅ ይሆን ወረቀት መቀደዱ? አንጀትህን አንዳች ነገር በቀደደው።” አሉና የጣዲትን ብረት ድስት ማቁላላት ጀመሩ።

አያ ገላው ለመነሳት ከጅሎ እንደመቀነጥጥ አለና “አሁን አርባ ክንድ ምላስ በሜዳ ላይ ከመዘርጋት ሁኔታውን ተከታትለሽ መድረሱ አይበጅም። እርሱ ተይ አገር ባንቺ እንዳይስቅ? የእኔው ዛር ሲነሳ ይህ ምላስ እሳት ውስጥ የገባ ሥጋ እንዳይሆን! እንዲያው እንዲህ እንደ ቁስል ከምትጠዘጥዥኝ

እሰቲ ከፊተሽ ትንሽ ዘወር ልበልልሽ።” አለና እንደመነሳት ሲል አዛሱ እሳት ሰብሰው አሳት ጎርሰው ተነሱና “አያ ገላው! የእናቱን የብሪቱን አጥንት ያስቆርጥመኝ፤ እግርህ ከዚህኛ ቤት ከወጣች ዙሪያ መግባት አትችልም። ምናል! እኔ ጎንበስ ቀና አያልኩና አቀብተ ቁልቁለት ስል ወዬ እንብርትህ እስኪገጣጣ እየበላህ የሰማይ ሰባሪ አክለህል። ይኸው ጥጋብህ የቀኑን ሥራ ጠብ እርግፍ አድርገህ እንድትተወው የልብ ልብ ሰጥቶህ እንደጠገበ መክት ተጋድመህ ከአልጋ ላይ ስትታሽ ትውላለህ። ይህ ሁሉ አነሰህና የወይዘሮ ሸዋዬ ምልምል ለመሆን እየቃጣህ ነው። ወደው አይስቁ! ትቀመጥ እንደሆነ አርፈህ ተቀመጥ! አይ! ካልክደግሞ ድራቶህን ሰባስበህ እንዳሻህ ሁን። ዱሮም እጄ አመድ አፋሽ መሆኑን እያወኩት ነው አንተን ያስጠጋሁት። ቢሆንም እኔ አዛሱ እጣ ድርሻዬ ሆኖ በመክንም ቤት ሙሉ ዲቃላ ያውም አባቱ ለማይታወቅና በቀን ዘጠኝ ጊዜ ስትሸጥና ስትለውጣቸው ከምትውለዋ ከሸዋዬ መቶ በመቶ ራሴን አንቱ ያልኩ መሆኔን እንድታውቅ። ዱሮም ክብር አይወድልህም ሂድና አንደሷ እግርህን ዘርግተህ ዝንብህን አሽ ስትል ዋል። ካላንዳች ነገር እንዳበደ ውሻ አላክለፈለፈህም። አንደ ይብራ ተገትረህ አትቁለጭለጭብኝ! የእኔ ነገር ካልጣመህ መንገዱን ጨርቅ ያድርግልህ! ወይኔ! አዛሱ ‘ለው ከኖረ ከሚሰቱ ይወልዳል’ አሉ።



ብሎ ብሎ ሲመሽ ካንተ ይጣለኝ?  
ኧረ እንጂራ የሚያቋርስ ብዬ  
እንጂ የቱን ቀዳዳ ስትደፍንልኝ  
ነው? ባታውቀው ነው እንጂ  
ሽዋዬ የላከኸው የምሥጢር  
ወረቀት እንዳላይ ብህ  
ስትቆራርጣት የእኔም አንጀት  
አብሮ እንደተበጣጠሰ በምን ቋንቋ  
በነገርኩህ?

“አያ ገላው ሴት በአገር  
የጠፋ ይመስል እንዴት ብሎ ዙሮ  
መጣልሽና ነው ለዚህች ጉፋያ  
ድረሽኝ ያረፍሽው። ኧረ! አውቁ  
ስተወው እንጂ እንኳን ሽዋዬ  
አመድ የነፋባት የምትመስለው  
ይቅርና ልብሽን ሞልተሽ የሴት  
ወይዘሮ ነኝ የምትይውና አንቺና  
ቢጤዎችሽ ቢጨራለቁ  
የማይደርሱባትን ከጎኔ ሻጥ  
ለማድረግ አፍታ አይፈጅብኝም።  
ዳሩ ግን እንዲህ አፍሽን ሞልተሽ  
የምትፈልገው ትንሽ ቀን  
እንዳዘነበለብኝ አይተሽ ነው።  
ደግሞ መስሎሽ እንጂ እሩቅ  
አይደለም። በቅርቡ ሰው  
አሆናለሁ።»

“ምን ሊኮን? ምን  
ሊሠራ? ኧረ ከአሁን በሁዋላ ምን  
ሊፈጠር? ታየኝ የኒበርስቲውን  
በጣጥሰህ ቢሮ ጉብ ስትል  
ታየኝ። ብር ባካፋ ተዘቆ የቤቱን  
ሳጥን ሲያስጨንቀው ታየኝ።  
ውስኪው ሲጠጣ ጭማው  
ሲቆረጥ ታየኝ! ወግ አይቀር  
ሲዳሩ ማልቀስ አሉ። በስትራም “

“ኧረ! አስተውለሽ  
ተናገሪ፣ ብር መቁጠር የሚችለው  
የተማሪ ብቻ ነው? እንዲያማ  
ከሆነ በሳጥንሽ ያጨቅሽው ብር  
የመጣው ተምሬ ነው በይኛ?”

“አያ ገላው! ድህነቴን ንገረኝ  
አላልኩህም። ዱሮውን የነጣሁ  
የገረጣሁ መናጢ ድጋ መሆኔን  
አውቀዋለሁ። ያንተን ክርሰ  
መመላቱን ያስመሰግንኝ ነበር  
እንጂ ለአሽመር ባላብቃኝ ነበር።”

“እኔ ገላው ነገሬ ሁሉ እንደ  
ውኃ የጠራ ነው። የድብቅብቆሽ  
ጨዋታ አይሆንልኝም። ለመሆኑ  
ሳጥንሽን እንደከፈትሽ ብቅ ካልኩ  
ጀርባሽን ሰጥተሽ ሽብር የመጣ  
ይመስል እየተጣደፍሽ  
እንደምትጠረቅሚው ትዝ ይልሻ?  
ሆዴን እየቆረጠኝ ችየው  
የኖርኩትን እስኪ በገባሽ ስሚው!  
እኔን የኖፈቀኝ እንዲህ  
እንዳፈንሽው ሽልብ ያልሽ  
እንደሆን ማን ወራሽ ይመጣ  
ይሆን?”

“ኧረ! ሞቱን ለጠላቴና ክፋ  
ለሚመኝልኝ ያርገው! እኔ አዛሉ  
ገና በድድ ለስክምበላ ሁልሽንም  
በዬተራ እሽኝሻለሁ። ሆሆ! የእኔን  
የአዛሉን ሞት ተመኝህ? ሀዘያው  
ላንተና ለሽዋዬ ያድርግላችሁ።”

ሽዋዬ ከአዛሉ የተላከ ዛቻ  
ደርሷቸው ስለነበር ነጠላቸውን  
እየጉተቱ እሳት ለብሰው እሳት  
ጉርሰው እንደደረሱ ጀርባቸውን  
ከበሩ አጣብቀው ትንሽ  
እንዳዳመጡ ገነፈለባቸውና “ኧረ!  
ላንቺው ያርግልሽ! እኔስ ለልጆቼ  
ልቆይላቸው ደግሞ ዕድሜ ጸጋ  
መሆኑ ተረሳና መላጠያ ሆነ?  
ጥናዣሽ ይውጣና አንቺ ምን  
ሆንሽና ነው። ሰውን አሮጊት  
ብለሽ መሳደብሽ? የአብዬን  
ለእምዬ ነው? ገና ለገና ቋያ ምላስ  
አለሽ ተብሎ ሰው እስኪ መቼ  
ላንቺ አንገቱን ደፍቶ ይኖራል?”

“ምላሰሽን ቋያ  
ያከማትረውና ካንቺ የባሰ ማንዘራሽ  
አሚናት የት አለና ነው ለአዛሉ  
ለማሽክም አፍሽን አሞጥሙጠሽ  
የመጣሽው? አያ ገላው ሰለቀረብሽ  
ልትወስጅው መምጣትሽ ይሆን?  
አይኔ እያየሰ ትፈነጃታለሽ እንጂ  
ገላው አይገኝም! አይገኝም ሱሚ  
ነው! እርምሽን አውጭ! የሞተ  
ዘመድየለሽም?”

እሱን አዘለሽው ዙሪ ! ግን  
እኔን ለቀቅ! ምላሰሽን ሰብሰብ  
አድርገና ሥራሽን ሥሪ፣ ዳሩ  
ሰው መዘለፉ በየት አዳርሶሽ።”

“በሽታ ይዘለፍሽና ዛሬ ማን  
ፈቶ ለቀቀብኝ! በግድ የሰው ባል  
ከቤት አውጥቼ ካልወሰድኩ ነው  
እንዴ? እንዴት ዓይኗን በጨው  
ታጥባኩ ነው የመጣችብኝ።  
በጤናሽ መመለሱ አይሻልሽም?  
አይ ካልሽ ደግሞ ተርክኪሽ  
የሚመጣውን እችላለሁ። ምነው  
አዛሉ! ሳስታምማት ጊዜ የፈራጊት  
መሰላት! ተዕግሥተ ቢለጥሽ እኮ  
እንደልማዱ እያነፈነፈ ይመጣልሽ  
ነበር።”

“ገላው ይሄን ይወዳል!  
ደግሞ ከእኔ ላይ ተሳፈርሽ?”

“ዋናው ማን ሆኖ! አንተ  
ከእሷ ጋር ባተርመጠመጥ ኑሮ  
መቼ እንዲህ አቀሏን አጥታ  
ትመጣ ነበር።”

“አቅል ያሳጣሽና እሱ መንገድ  
ጠፍቶት ነው እኔ የምመጣው?  
እንዲህ የእግር እሳት ሲሆንብሽ  
ዱሮውን እግርሽን ዘርግተሽ  
ዝንብሽን እሽ ስትይ ከመቆየት  
አመካሽን ታጥብሽ፣ ወጡን  
ሠርተሽ፣ እንጀራውን ጋግረሽ፣  
በናውን አፍልተሽ፣ በትጠብቂው



ኖር ውጭ ውጭ ባላብሽ ነበር። ከእንግዲህ ያንቺና ያያ ገላው ጉዳይ የፈሰሰ ውኃ እንደሆነ እውቁ! እስቲ እርር በይ! ምን ትሆን? ይምጣልኝ እንጂ እቅፍ ድግፍ አድርጎ እይዘዋልሁ። እንዴ! ጠላሁሽ ሲልሽ በግድ ውደደኝ ነው? ስላንቺ አፈርኩልሽ!”

“ይኸዋ! ይኸዋ! ዱርውንስ ብሆን ተናግራው የለም። አፋን ሞልታ ልንጠቅሽ አለኝኝ! ጉድ ጉድ ጆር አልሰማ አይልም! አረ! የታባሽ ሳክብራት ጊዜ የፈራሁዋት መሰላት! “አሉና እየተወራጩ ገብተው ውኃ የሚያሰኝ ፍልጥ ይዘው እንደ ጉራዴ እየነቀነቁ ሲያምዘገዝጉ አያ ገላው ከፊታቸው ተደቀን።

“ዘወር በል! ብያሰሁ ዘወር በል! አንተንም እንዳልተረክክህ!”

“አረ! አይበጅም ብያሰሁ! በኋላ የሚመጣው መዘዝ የከፋ ይሆናል።”

“ግፋ በል እሥራት እንጂ አልሰቀል! ልቀቀኝ ብያሰሁ?”

“ሳት ብሎሽ አናቷን ብትያት እኮ በዚያው ቀረኝ ማለት ነው” አለና አባብሎ በመንጠቅ ወደ ጓዳ ወረወረው። ሸዋዬ? ለመቆጣት ሲወጣ ዓይናቸውን ጉልጉላውና እግራቸውን አንፈራጠው የያዙትን ደቦል ድንጋይ አመቻችተው ሲጠብቁ ነበርና አያ ገላው ብቅ ከማለቱ “አረ የታባሽ!” አሉና ለቀቁት። ደግነቱ ገቅ ብሎ አሳሳፊውና ከበሩ ላይ አረፈ እንጂ ግንባሩ እንደ ዳቦ ከሁለት ተገምሶ

ነበር።

“በይሁኔ ሞት! ውኃ አሰኝተሽኝ አልነበረም? ዛሬ ምኑ ሰይጣን በዚህ አካባቢ መጣብኝ! ደግነቱ እኔ በመሆኔ በዘዴ አሰፍኩት እንጂ እሱዋማ ብትሆን ኖሮ አብቅቶላት ነበር። እንኳን በዚህ አለፈ። በይ! ወደቤትሽ ሂጂ?” አለና እየገፋፋና ወደኋላ ሠረቅ አድርጎ እያየ በሽክሽክታ “መቼም ዛሬ ዘልዘላ ካልበላችኝ አትመለስምና የተሰላጩሁ መስዩ እመጣለሁ ቶሎ ወደ ቤትሽ ተመለሽ?” አለ።

“በኋላ የቀረህ እንደሆን አገር እንዳይቃጠል።”

“በእኔ ይሁንብሽ።” አለና እንደመሸኘት ብሎ ሲመለስ አዛሉ በበሩ ብቅ አሉና አሻግረው ተመለከቱ።

ሸዋዬ አንገታቸውን መለስ አድርገው አያ ገላውን ከጀርባ ሲመለከቱ ሲሉ ከአዛሉ ጋር ዓይን ለዓይን ተጋጩ። ከንፈራቸውን እየነከሉና በቀኝ እጃቸው የሌባ ጣት ማስጠንቀቂያ እያሳዩ ድምጻቸውን ከፍ አድርገው “ቀንሰን ጠብቁ! ፈርቸሽ የተመለስኩ እንዳይመስልሽ፤ አንቺ ዝንጀሮ አላገት “አያሉ ወደ ቤታቸው ተመለሱ።

አያ ገላው የፈራው አልቀረም። አዛሉ ብስጭት ማብረጃ ሲያደርጉት የቆጥ የባጡ ማቀበጣጠር ጀመሩ። እሱ ግን “ጆሮ ዳባ ልበስ” አለና ወጥቶ ከበሩ ጥግ ካለችው ጠፍጣፋ ድንጋይ ላይ ተቀመጠ። የሄደ መሰላቸውና አዛሉ አይጥ

እንደምትይዝ ድመት እያደቡ ተከትለው በበሯ ቀዳዳ ጉንበስ ብለው ተመለከቱ። ሲያገኙት አልቻሉም። ቀስ አሉናግማሽ ፊታቸውን አውጥተው ሲፈልጉ በዓይን ተጋጩ። ከአፈርኩ አይመልሰኝ ሆነባቸውና “ዋ!” ንቅንቅ ትላትና የመጨረሻህ እንዳይሆን! “አሉና ወደ ኋላቸው ተመልሰው ጎንበስ ቀና እያሉ ሥራቸውን ቀጠሉ።

“አያ ገላው ለጥቂት ጊዜ አዘናግቶ ቆየና ከመቀመጫው ብድግ ብሎ በበሯ መጋጠሚያ በኩል እንደሚያነጣጥር ተኳሽ ሲያመቻች ቆይቶ አገኛቸው። አዛሉ በርከክ ብለው የሚያባኩትን ሊጥ እያሹና እየደሰቁ ሲያጉረመርሙ ተመለከተ። አባረው የሚይዙት ይመስል እርምጃና ሩጫ እየቀላቀለ ተፈተለከና ከሸዋዬ ቤት ደረሰ። ዘሎ ዘው አለና ከአግዳሚዋ ወንበር ላይ እግሮቹን አንፈራጦ ተቀመጠ።

ሸዋዬ መጣ ቀረ እያሉ በር በሩን ሲመለከቱ ነበርኝ ፈገግ እያሉ “የታባቷ ጉልተሃት መጣህ? ይሄ ነው ምሷ” አሉና ካስቀመጡት ጠላቅ ቀዳና ቀምሰው ብለው ሰጡት።

አያ ገላው ልቡ ፊራተባ እያለ ስለሆነ “ይህቺ ጉደኛ ይህን ጊዜ ከአግር እግራ ትሆናለች። ለማንኛውም በሩ ይዘጋ” ከማለቱ ሸዋዬ ተንደርድረው ጠረቀሙት። እየተሸከረመሙ ተመለሱና ከጉኑ ቁጭ ብለው የቀኝ እጃቸውን ከአያ ገላው ትከሻ ላይ ጣል አደረጉ።



ከፊት ለፊት ተቀምጠው ለፍጥጠው የሚመለከቱትን ልጆቻቸውን በቁጣ “ተነሱና ጓዳ ግቡ።” አሉ።

አዛሉ የጀመሩትን ሊጥ ሳያጠናቅቁ ምክንያት ፈጥረው አያ ገላውን ሊያስገቡ ከእነሊጣቸው ብቅ ሲሉ፣ የውኃ ሽታ ሆነባቸው። ከአልገቸው ብዛት የተነሳ እጆቻቸውን እንኳን በቅጡ ለመታጠብ ጊዜ አልሰጣቸው ስላለ ለቅለቅ አደረጉና የአያ ገላውን ዱላ ጨብጠው ወደ ሸዋዬ ቤት በረሩ። እንደደረሱ ጀርአቸውን ወደ በሩ ጣል ሲያደርጉ ኃይለኛ ሳል ፈንቅዬ ካልወጣሁ ብሎ ወጥሮ ያዛቸው-እንደምንም ተቆጣጠሩት። ከውስጥ መብራት ጠፍቷል። በውጭ በኩል አለመቆላፊ ጥርጣሬ ውስጥ ጣላቸው። ተስፋቸውን ሳይቆርጡ እንደ ሐውልት ተገትረው ቆቅ ሆነ።

አያ ገላውና ሸዋዬ ከአልጋ ላይ እንደወጡ እንደ ወጣት መዳራቱን ተያይዘውታል። “እስቲ ዲቃላ እንደሆንሽ ተፈተሽ?” አለና ከብብታቸው ሥር ገብቶ ሸዋዬን ይፈተፍታቸው ጀመር።

“አያ ገላው? ስሞት? ባንድ እንጨት ሲሄድ? በቃኝ?” አሉና ከትኩስ ብለው ሳቃቸውን ለቀቁት።

አዛሉ “አያ ገላው!... በቃኝ” የሚለውን እንደሰሙ ለማይ ምድሩ ዞረባቸው። ያሉበት ምድር ከዳቸው። የሙት

ሙታቸውን ‘የመንግሥት ደለህ? የሰው ያለህ?’ እያሉ ጩኸታቸውን ሲያቀልጡት ያካባቢው ሐዘብ ባንዴ ቲሰበሰበ።

የነገሩን ምንጭ ለማወቅ ሁሉም በያጣድፋቸው የሚተናነቃቸው እንባ ፋታ አልሰጣቸው ስላለ እንደ ሕጻን ልጅ እየገራገሩትን ሸቆዳ በኃሣባቸው “ ለማን ደስ ይበለው ብዬ ነው የምፈጠፈጠው?” አሉና ፅንባቸውን ዋጥ አድርገው በጥያቄ ለሚያጣድፋቸው ጸጥታ አስከባሪዎች፣ ባሌን ተቀማሁ ከሐግ ፊት አድርሱኝ?” አሉና በያዙት ዱላ በሩን ነጠረቁት።

አያ ገላውና ሸዋዬ አይጥ የዋጠች ድመት ሆነው እንደ ዓይነ በሲር እየተማሩ ወደ ጓዳ ገቡ። አያ ገላው ቀስ አለና በጓሮ በር እግራ አውጭኝ ብሎ እቤቱ ደረሰ።

ሸዋዬ ዓይናቸውን እየጠራረጉ በተጨማሪም አስተያየት ግራ ቀኝ እያማተሩ “እሱ ምንድነው? የምን ጉድ ነው?” አሉና በአዛሉ ላይ አተኮሩ።

“ከቤት ውስጥ ሌላ ሰው የለም?” አለና ጸጥታ አስከባሪው አፈጠጠባቸው።

«የምን ሰው! የአባቴን ሥጋ እንኳን ሰው ድመትም የለ። ግቡና ተመልከቱ? ቤቱ ወና ነው። እንዲያው ሴትየዋ እንደወገቧ ቅማል ለምን እንደጠመደችኝ አላውቅም። ዋ! ሰይጣኔ የመጣ እንደሆነ?» አሉና ቀድመው ገቡ።

ጸጥታ አስከባሪው አብሯቸው ገባና ጎንበሰ ቀና እያለ ሥርቻቸውን ሁሉ ተመለከተ። ወደ በሩ ተመለሰና “እስቲ ይግቡና ይመልከቱ ከእሳቸውና ከልጆቻቸው በስተቀር አንድም ሌላ ሰው የለም።” “አለና የአዛሉን እጅ እየጎተተ ይዟቸው ገባ።

አሻግረው ሲመለከቱ አልጋው ተፈላልሷል። “ይኸው! ይኸው! አልጋው አፍ አውጥቶ ቢናገር ኖሮ ገመናቸው ባልተሸሸገ ነበር።”

ሸዋዬ ከኋላ እየተከተሉ የአሸመር ፈገግታ ቀላቅለው

“ሰው ሁሉ ይቀናል የዚችማ ቅጥ ያጣ ነው። በከተማው ያለሁ ሴት እኔ ብቻ መሰልኳት? ከእንግዲህ ሁላችሁም ልብ አድርጉልኝ ይህቺን በር ዳግመኛ ብትረግጣት አናቷን ፈልጬ የሚመጣውን እችለዋለሁ። ምነው ሸዋዬ! በቤቴ አልነርበት?”

“ያዛሉ እጅ በሶ ጨብጧል ያለሽ ያለሽ ማን ይሆን? ዘንድሮ አንቺን ልክ ባላስገባ እናቴ አልወለደችኝም! እንትፍ! መቀነቷን አላዘርኳትም።”

“በምቴ ታንኩን ጠምደሽ እንዳትመጭብኝ። እረ! እባካችሁ እንድትደብቁኝ የት አባቴ ልገባ ይሆን? ... “አሉና ጅምራቸውን ሳይቋጩ በጎረቤት ተገፋፍተው ገቡ።

አዛሉ እንደ ግራደር ያጋጠማቸውን ድንጋይ ሁሉ በግራቸው እየፈነቀሉ እሳት ለብሰው አሳት ጎርሰው እቤታቸው ደረሱ።



አያ ገላው ጋቢውን ከአፍንጫው ላይ ጣል እንዳደረገ በትዝብት እየተመለከተ “ለመሆኑ በሩ አፍን እንደከፈተ ሊጠነ ለውሽ አስጥቶ የሚያዘርሽ ምን ድንገት ነው?”

“እንጃልህ! እንጃልህ! እንኳን ሊጠ ቤቱ ይዘቅዘቅ:: አዛኝ ቅቤ አንጓች:: ለመሆኑ በየታላባህ ቀዳዳ አሾለክችህና እንደጨዋ ገብተህ ተገብተኩ?”

“እሷ ማናት?”  
“አያ ገላው! እኔም ካንተ የባስኩ ምላጭ ነኝ:: አቁልሻለሁ ስትል እኔ ሸጨህ እገባለሁ:: እንደ ዓይጥ ከምትሽሎኩለክ ለምን ሃይህ አትገባም? ዛሬ አንጅቱ በአጥፋ ነው የተቆረጠው:: ውጣልኝ ብያለሁ ውጣልኝ?”

“ነገርሽ እኮ የደንቆሮ ጨዋታ ሆነብኝ?”

ሂድና ሸዋዬን ጠይቃት! ከአልጋ ላይ አጋድማ “አያ ገላው በቃኝ! እያለች ስታስካኩ ሣር ቅጠሉ ሳይቀር ስምቷል:: ሁለተኛ ሚስትህ መሆን አልችልም! ለቀቅ አድርገኝ?” አሉና አፋቸው በናገርም ውስጥ ውስጡን ሆዳቸው እያረረ መዓቱን አወረዱበትና ከመጀመሪያ ሥራቸው ጋር ደፋ ቀና ማለት ጀመሩ::

የሠፈሩ ወሬ አዳማቂዋ ይርገዱ እንደልማዷ ክብሪት ለመጫር ንብ አስፋሪ መስላ እግሯን እየገቡተተች ከተፍ አለች“ በሩን አንኳኳች::

“ማን ልበል? አሉና በጎርናና ባንቺ አይብስም? ድምጻቸው በር በሩን ተመለከቱ::

“እኔ ነኝ:: ደሀና አመሻችሁ? አሳችና አንጎቷን አስገብታ ፈገግ አለች::”

አዛሉ ገና ስላልበረደላቸው እንደተከረፉ ትኩር ብለው አዩዋት:: “ውይ! ይርገድዬ ግቢ ሊጥ ይገዢ ነው:: “አሉ::

ይርገዱ ከፊት ለፊታቸው ቁማ የቆጥ የባጡን ስትቀባር ቆየችና “አስቲ ነገ የምመልስልዎት አንድ ብር ያበድሩኝ” አለች::

አዛሉ እጃቸውን ተለቃልቀው ከቦርሳቸው ብሩን አውጥተው ሰጠዋትና “ካነሰሽ ልጨምርሽ?” አሏት::

“ጉሩልኝ! ለሰው ልሰጥ ምንዛሬ አጥቼ ነው ይበቃኛል:: ደሀና እደሩ”

“ቆይ ልሸኝሽ? “ አሉና ተከትለዋት ወጡ:: ከቤት ትንሽ እራቅ አሉና አፍ ለአፍ ገጥመው ያተኮትቱ ጀመሩ::

“እትዬ አዛሉ እንዲህ ያገር መሳለቂያ ከምትሆኑ ለምን አይበቃችሁም? አገር እኮ በናንተ ሳቀ:: “ አለች::

“ለምን በዘነዘና ተነቅሶ አይንከተከትም:: እኔ አዛሉ ተራዳሽ”

“እስከ እውነትዎን ነው ከራስ በላይ ነፋስ ነው::”

ይርገዱዬ? አሁን ባል ቢኖርሽ ጉሮ እውነቱን ንገሪኝ

“እኔ የይርጋ ልጅ እንኳን እሷ ሠፈሩ በሙሉ ይቃጠል ነበር ::

ይህማ ሆኖ ነው ጉልበቴን አቅፌ መተኛት የመረጥኩት:: ደግሞ የዛሬ ጊዜ ባል ምነው ብል በበላው! እረ! ጆሮ ለባለቤቱ ባዳ ሆኖ ነው እንጂ ከዛሬው የከፋ አለ እትዬ አዛሉ?”

“ይርገድዬ ባንድ እንጨት ስሄድ ጉድና ጅራት አኮ ወደ ጎላ ነው:: ደግሞ ምነን ፈጠሩት ይሆን?”

“ዎ! ጎመን በጤና ደግሞ ይርገዱ ነገረችኝ ብለው መኖሪያ ልጣ?”

“የእኔን አመል እያወቅሽው? በዚህስ አልታማም:: ባይሆን እልፀ አለባት እባላለሁ እንጂ ነገር ማዋሽክስ አይሞክረኝም::”

“አስቲ በሚያምነት ታቦት ይማሉልኝ?”

“እረ ቅዱስ ሚካኤል የአካሌ ጌታ አያድርገኝ::”

“እንዲያው እደራ! እትዬ አዛሉ በዚህች ማተብ ይገደዎታለሁ!”

“ይህቺ ለው ጤናም የላት? ከመሐላ ወዲያ ምን ይምጣ ብለሽ ነው?”

“እንግዲያውስ ሸዋዬ ከአያ ገላው የሦስት ወር ቅሪት እንደሆኑ አጫውተውኛል:: እኔም እንዳየሁዋቸው ሆዳቸው ትንሽ ሞላ ብላለች::”



«ጀር አልሰማ አይልም! እስከ መቶ በይኝ? እኔ ልሙት! ደጋግመው አጫውተውኛል»

«በይ ደህና እደሪ» አሉና ሰውነታቸው እየተንቀጠቀጠ፣ እግሮቻቸው እንደገመምተኛ እየተወተረተሩና ሰማይ ምድሩ እዩተገለበጠባቸው ወደ ቤት ገቡ።

አያ ገላው በእጁ የጨበጣትን ክር እያፍተለተለ “አፍላ ፍቅረኛ ይመሰል ሰታቶኮቱኪ ድመቷ ወጡን ከንብላልሽ ነበር። ደግነቱ ጠማችን አለማደራችን።”

“አፈር በበላህ! ከአንግዲህ አንተ የእኔን እንጀራ ልትቀምስ? ለምን የሞተችው እናቴ ከመቃብር ተነሰታ አትመጣም። ይልቅሰ የእኔን እጅ ከማየት ከልጅ እናትህ ቤት ሂደህ ብላ። ዛሬ ኡኡ ብዬ አገር ምድሩን ሳላደባልቀው አንደተከበርክ ወጣልኝ? ኋላ ጉድ እንዳይፈላብህ!”

“እረ! ምን ሊፈጠር?”

ሁለት ጊዜ ብትለኝ አንድ ጊዜ አላጣህም! እንኳን እንዳንተ ላለው የወንድ አልጫ ይቅርና ወገብ ሙሉ ዝናር ላዞረው ዓይኔን አልመልስም! ተገላት ሂደና የነጋድራስ አባተ ተኩሶ የማይስተው ጀግና ልጅ መሆኔን ጠይቅ! አፍረህ ትመለሳለህ! የዛሬውን ካንተ ጋር መዋሌን አትይ ! ሆሆ ! ዋ? እረ እንዴት ባፍህ መጣ? ”

“ እንግዲያው እስቲ እጅን ጎትተሽ ስታስወጪኝ አያለሁ !

ንብረትህን ጥለህ ውጣ የሚለው የትኛው ሕግ እንደሆነ እስከ አያለሁ።”

“ንብረት? ከየትአባህ ያመጣኸውን? ሆድህን እንኳን መቻል አቅቶህ የእኔን እጅ አይተህ የምታደር ሰው እንዴት አሰብኸው? ወይስ አላሉን ለማናደድ የፈጠርኸው ዘዴ ነው? እንዲህም ከሆነ አንቀሽኝ ብታደር ማን አለኝ? ንብረት? በቁም ልወረስ? ሂደና ተራ ሞኝቀን ፈልግ” አሉና ነጠላቸውን ደርበው ለመውጣት ያጣፉ ጀመር። አያ ገላው ተሽቀዳድሞ በሩን ዘጋ። ዘሎ እንደሚከመር አንበሳ ሆነና

“እስቲ የሚከፍታት ወንድ? ዛሬ ያለ ነገር መላ ቅጡን አላሳጣሽም። አጋድሜ ደምሽን እንዳልጠጣው ቁጭ በይ ብያለሁ ቁጭ በይ?”

አልልም፤ አልልም! በግድ ሚስት ሁኝኝ ነው? ከረፋሽኝ! አብሬ መጋደም ይቅርና ከጎንህ መቀመጥ አልችልም ብሽቅ!”

“ከረፋሽኝ? እረ በሚጣቁ! ሞት ከእንቅልፍ ይለመዳል!” አሉና ተንደርድረው በደም ፍላት አጭር ከዘራቸውን መዝረጡና “እስከ ድገሚው? ምን ነበር ያልሸው?” አሉ።

“ሰምተሽዋል! ከጀርህ ላይ አልተኛህ” አሉና ወደ በሩ ራመድ ብለው መሳቢያዋን ጨበጥ ሲያደርጉ ከወገባቸው ሥር ደህና አድርጎ ዠለጥ አደ

ረጋቸው። “ አአ! ” አሉና አላሉ ተዘረሩ። ሊደግማቸው ሲንጠራራ “ያገር ያለህ ብደለኝ ! ድረሱልኝ!” እያሉ በእጃቸው ሲከላከሉ በድጋሚ ሲሰነዝር ማጅራታቸውን አላቸው።

“አአ..” አሉና ተዝለፍልፈው ወለሉ ላይ ተዘረሩ ።

“የታባሽ!” ለዚህ ነው ያንቀዠቀዠሽ። “ አለና ከዘራውን ከቦታው መልሶ ልቡ ናድ ናድ እያለ ከአልጋዋ ጫፍ ተቀመጠ። ትኩር ብሎ ሲያይ አላሉ ሰውነታቸው ሽምቀቅ ፣ ሽምቀቅ አለና እግራቸውን አፈራግጠው ጸጥ አሉ።

አያ ገላው እየተርበተሰተ ተንደርድሮ ሄደና በርከክ ብሎ ከአንገታቸው ቀና አደረጋቸው። የሚጨበጠውን አጥቶ አ-ዛሉ? አ-ዛሉ? ቢል መዝለፍለፍ ብቻ ሆነ። ትንፋሻቸውን አዳመጠ። አብቅተዋል። ቀስ አለና መልሶ አጋደማቸው።

በጋቢው ላይ ካፖርቱን ደርቦ ከዘራውን እንደጨበጠ ዘቅዘቅ ብሎ ተመለከተና እንባ ባቀረሩ ዓይኖቹ “አዩ! አላሉ መጨረሻችን ይህ ሆነ” አለ።

በሯን ከፍቶ በውጭ ዘጋና እግሩ ወደመራው በውድቅት እግር አውጪኝን ነገደ...።

Ahhh. A man with a sharp wit. Someone ought to take it away from him before he cuts himself. (Anonymus) . . . እምብዝም ሥለት ይቅድዳል አፎት። ሠለጠነኝ ቢሉዋት የባሉዋን መጽሐፍ አጠበኛ።





# ባለ ሙያ ሴት ...

በሰላማዊት ፈቅደበሉ ቅ.ማ. ዩ. ኮ

**ሀልድነት** እድሜን በበተሰብ እቅፍ ውስጥ ሆኖ ምንም ነገር ቢመጣ ከአባትና ከእናት የሚበልጥ፤ እነሱን አሸንፎ እኛን የሚነካን የማይመስለን፤ ዓለምን ሁሉ የሚቆጣጠርን ካለኛ እናትና አባት ጀግና፣ ደፋር፣ ቆንጆ፣ ሀብታም ... በአጠቃላይ ሁሉም መልካም ነገር ሁሉ እማማና አባባ ናቸው። ሌላው ቀርቶ ሥንጫወት በወሬ መሃል ተነሰቶ ሥለአንድ ጀግና ወይም ቆንጆ ከተወራ "ከእኔ አዳት ... ይበልጣል? ... ከእኔ እናት ትበልጣለች?" እንል የነበረው ያ የዋሁ የልደነት ጊዜ አልፎ ድሜ ከፍ ሲል እራሳችንን ትልቅ እናደርግና አነዛ ዓለምን ሁሉ የሚበልጡ ሁለመናችን የሆነችን ገመና ከታችታችንን የኋላ ኋላ ገላትንን ሥንታጠብ፣ ልብስ ስንቀይር ... ማፈርን መኝታ ለብቻችን ማድረግ ሌላም ሌላም ይጀመራል።

እኔም ዕድሜዬ ከፍ ሲል ከእናትና አባቱ ጉን መተኛቴን ትቼ ከታላቅ እሁቴ ጋር

በአንድ መኝታ ቤት በየግል አልጋ ማደር ጀመርን። አንድ ቀን እሁቴ የአባቴን ወንድም (አጎቴን) ልታስታምም ሆሰፍታል ታደራለች። እኔም ባዶ መኝታ ቤት ለብቻዬ ማደሩ ብርቅ ስለሆነብኝ ሰው አብሮሽ ይደር ሰባል አሻፈረኝ አልኩ። ምሽቱን የተሰጠኝን የቤት ሥራ ሰራርቼ ሥጨርስ ዘ ጃንግል ብክ የሚል ፊልም ከንድሞቼ ጋር ላይ ቆይቼ ወደ መኝታዬ ገባሁ።

ሌሊቱን ወደ 6፣7 ገደማ የሚረብሽ ድምፅ ሰማሁ። መገለበጥ እንኳን ፈርቼ ትንፋሼን ዋጥ አድርጌ ማዳመጥ ቀጠልኩ። ትንሽ ቀየር ያለ ድምፅ በድጋሚው ሰማሁ የድምፅ መቀያየር ሰላስጨነቀኝ በደንብ ነቅቼ ሳዳምጥ አሁንም ያው ድምፅ ደቂቃ እየቀያየረ ይጮኸል ብቻዬን ሥለነበርኩ በጣም ፈራሁ። እንዳልጣራ ሠው አልፈልግም ብዬ እንደገና መጮኸኩን አፍራ ዝም አልኩ። ብርድ ልብሴን ብክናነብም ድምጹን ሲበግረው አልቻለም። ምሽቱን ሥመለከተው የነበረው ፊልም ላይ ያየሁት ጫካ

ውስጥ ያለው እስኪመስለኝ በእጅጉ ተጨነኩ። እንደምንም ተጣጥራ እጄን ከብርድ ልብሴ ላለማውጣት ብርድ ልብሱን በአንድ እጄ ይገፍ አይኔን በመጨረሻ አንዱን እጄን ወደ መብራት ማብሪያው ላኩሁት፤ ቤቱም ሆነ ግቢው ረጭ ስላለ የማብሪያ ማጥፊያው ድምፅ "ቋ" ሲል ደንገጩዬ ዓይኔ እና መብራቱ እኩል በራ።

መብራቱን ያየ ይመስል ያ የሚጮኸው ነገር ከወደ ራሱ አሁንም ይንሲያጤጣል። ተነስቼ ከዞርኩ የሚይዘኝ ሰለመሰለኝ በብርድ ልብሱ ተሸፍኜ በአንሰላው ውስጥ ለውስጥ ወደ አልጋዬ ግርጌ ሄድኩ። ... አሁንም ይጮኸል።

በጣም ግራ ስለገባኝ የምሠማውን ድምፅ ምንነት ለማጣራት ስሞክር ፅ...ፅ...ፅ የሚል ሰለሆነ የአይጥ ነው!? አይ... የሆነ ነብሳት! ኸረ አይደለም...እኔ እባብ።... ውይይ እባብ? እባብ በጣም ስለምፈራ ሰውነቴ በላብ ተበፈቀ ከመጨነቁ የተነሳ ሽንት... ሽንት አለን። በሆዴ እየጸለይኩ እንደምንም ብዬ



ለመነሳት ሞክርኩ ድፍረት ስለጠፋ በመጀመሪያ የተኛሁበትን ትራስ ወደ መሬት ጣልኩና ጆሮዬን ቀስሬ ባዳምጥም ለውጥ የለም። ቀስ ብዬ ብርድ ልብሱን ገልጬ በመውረድ ቀድሜ የጣልኩት ትራስ ላይ ቆሜ በፍርሃት ዓይኔን ከወዲያ ወዲህ ሳማትር እራሴን ካለው ጠረጴዛ ሥር ወደ አፋ አካባቢ አረፋ መሰል ነገር እየወጣ የሚያሰማው ድምፅ ነው።

በጣም ከመደንገጤ የተነሳ ቀስ ብዬ ተራምጄ ሳየው ሲያስበ ረግገኝ ያደረው ድምፅ የሚወጣው ከአንድ ከተከደነ ጠርመሱ ነው። እራሴ በፈጠርኩት ጭንቀት ተናድጄ አልጋው ላይ ዘፍ ብዬ ቁጭ አልኩ። ለካን ያ ሁሉ ሲያሥጨንቀኝ የነበረው ነገር በማግስቱ ጠዋት ለባዮሎጂ መምህር የሚቀርብ የፈርመንታሽን (fermentation) አሳይመንት ነበር። ከተረጋጋሁ በኋላ ጠርመሱን በማንሳት ልክፍተው ካልኩ በኋላ መምህሩ “ ከተከፈተ አክሲን ስለሚገባ ይበላሻል። አይሠራም!” ያሉት ጉዞ ሥላሳኝ ትንሽ ብቻ አላልፎ በፊልሙም ባጋምሰው አላልቅ ያለውን የጭንቀት ሌሊት በማምለጥ ከውትሮዬ በተለየ በጠዋት በመነሳት ለቤተሰብም ምን እንደደረሰብኝ እንኳን ሳልናገር የዚያን ጠርመሱ መጨረሻ ለመስማት ወደ

ት/ቤት ሄድኩ። ደግነቱ በመጀመሪያው ክፍለ ጊዜ የባዮሎጂ በመሆኑ ተማሪው ሁሉ ስለዚህ አሳይመንት እየተወያየ ቆየኝ። ጥቂት የነበረው የክፍሉ ተማሪ ተሰበሰበ በጣም የምወዳቸው ጓደኞቼ መሥራቴን ስላወቁ ትንንሽ ብልቃጥ ከቦርሳና ከኪሳቸው በማውጣት እንዳካፍላቸው ጠየቁኝ። የሌሊቱ ስቃይና በተማሪ አቅም ከቤተሰብ ጠይቁ የገዛሁበት ወይን ወጪ ስለታሰበኝ “አይሆንም፤ ከፈለጋችሁ ሌላ ቀን እስራላችኋለሁ።” በማለት ጓደኞቼ አከላከልኩዋቸው። የጠዋቱ ደወል ሲደወል መምህሩ ወደክፍል በመግባት “የሰጠሁትን አሳይንመንት እዚህ ጠረጴዛ ላይ ደርድሩት” አለ። የሠራም የተካፈለም ሁሉም የመታወቂያ ቁጥር የተለጠፈበትን ብልቃጥ ጠርመሱ ሲደረድር የተለያዩ ቀለምና ቁመት ያለው በመሆኑ ለጠረጴዛው ልዩ ውበት ሰጠው። እኔም በመገንፈል ቦርሳዬን እንዳያበላሽ የጠቀለልኩበትን ስስ ፊስታል እስክፈታ መምህሩ ቀድመው የቀረቡትን ብልቃጦች በማንሳት እየከፈተ “አይይ... ምንድነው ይህ ተከፍቶ አየር ገብቶበታል። “እስኪ ደግሞ ይህ “እያለ በርከት ያሉትን ቢመለከት አንድ ሆነውበት እየተበሳጨ... “ምንድነው እየሰራችሁት ያለው? ሁላችሁም አትረቡም፤

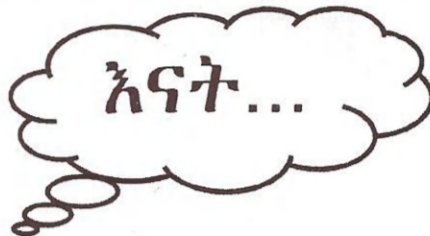
ያሉተማርኩት እንዲህ ነው? መከፈት የለበትም ማለት እየከፈታችሁ እንደ አረቁ በመለኪያ ተከፋፈሉ ማለት ነው?” ብሎ የእኔን ብልቃጥ ተበሳጭቶ በማንሳት “ይሄም ያው ነው” ብሎ እንደዋዛ ሲከፍተው የታፈነው የወይን ጭማቂ ገንፍሎ ልብሱንና ፊቱን ባንድ ጊዜ አጥለቀለቀው። ተማሪዎቹም በአንድ ድምፅ በመጮህ እያጨበጨቡ ክፍሉን አናጉት።

መምህሩም እንዳይቆጣ ተደናግጦ የሞት ሞቱን በለበሰው ሹራብ በመጠራረግ “ዋ!...ዋ! ባለሙያ ሴት ጉድ ሰራትን።” ያለውን እሰካሁን አልረሳውም። መቼም የሰው ልጅ በህይወት ዘመኑ በሚያደርገው እንቅስቃሴ ነገን በእርግጠኛ አለማወቁ በተስፋ እንዲሮጥ ምክንያት ሆኖታል። ታዲያ እኔም በዚህ እሩጫ ላይ ሳለሁ አሁን በምሰራበት መሥሪያ ቤት የዚያኒው መምህራ ዘሌላ የሥራ መስክ ዳግመኛ የሥራ ባልደረባዬ ሆኖ አገኘሁት። የሕይወት እሽክርክነት እንዲህ ናት።

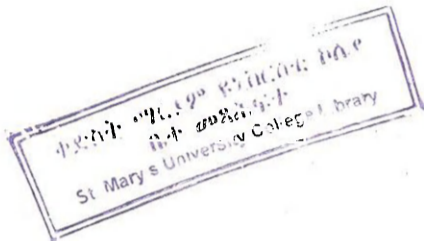
☎☎☎

No student ever attains very eminent success by simply doing what is required of him: it is the amount and excellence of what is over and above the required that determines the greatness of ultimate distinction.  
Charles Kendall Adams





ዋ እምዬ ! እናት ዓለም ?  
 ልጆቼን ታቅፈሽ ዓዘሽን ሽክፈሽ!  
 አደባባይ ልትውይ ማጀቱ አስጠልቶሽ!  
 ማለዳ ስትወጪ ከደሳሳው ጎጆሽ!  
 አስበሽው ይሆን ምን እንደሚገጥምሽ?  
 ለ'ለት የወጠንሻት ያቺ ጥቂት ነገር!  
 ለምሳ ተሠርታ ከዚህም ከዛም ጋር!  
 እራትን ሽፍኖ በላላም ለማደር!  
 «አይ ደሞ ያ አይበቃኝም!  
 ኤዲያ! ይሁና ... ሌላ ምን አለና!  
 ዋናው ነገር ጤና!...»  
 አንዱን ስታወጪ !  
 አንዱን ስታወርጂ!  
 በሃሳብ ስትዋጂ!  
 የታባቱ ያ ሞት የማያማክረው!  
 ድንገት ከተፍ ብሎ!  
 ወጥመዱን ዘርግቶ!  
 ቀጠሮ ሳያሲዝ!  
 ሊያውም በሐምሌው ድጥ !  
 ደረሰ ወደ አንቺ !  
 የሞት እምቢልታውን እያሰረቀረቀ !  
 ባላሰብሽው ቅጽዘት ወዳንቺም ዘለቀ !  
 አይ እምዬ...! እሙ እሩሀሩጊ!  
 ከጽንሰ እስከ ምጡ !

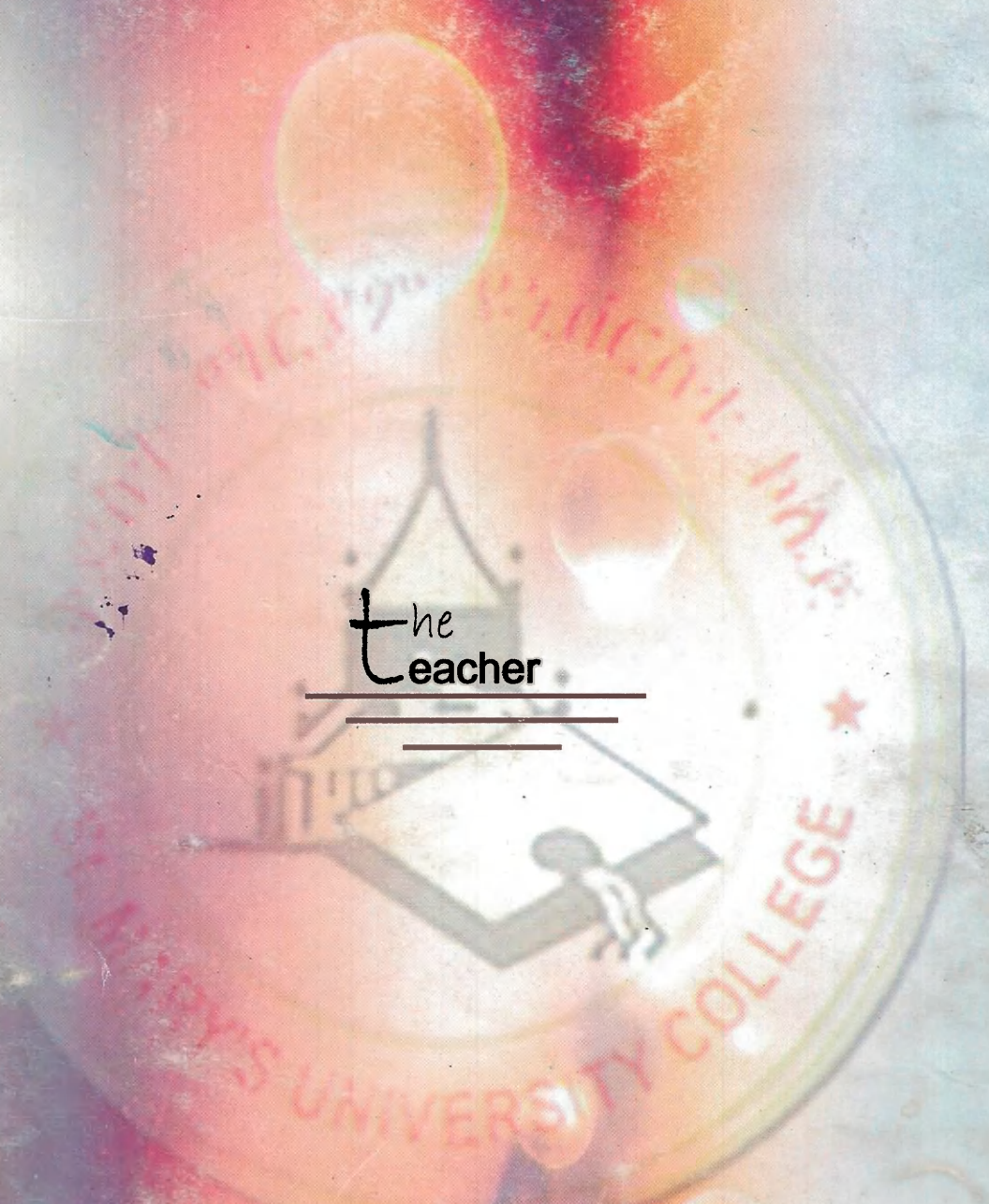


ከጮርቃ ... እስከርጅና !  
 እምዬ እንሰፍሰፍ ነሽ !  
 ልጆቼን መች ታምኝና!  
 በቃል ብቻ አያልቅም!  
 ውለታሽ ተነግሮ !  
 መጻፍም ይከብዳል ሰንቱ ተዘርዘር?  
 እንዲያው በደፈናው «እምዬ» እንበልሽ!  
 'ከች ሲል ያ ጨካኝ!  
 አልቺል ቢል አንጆትሽ!  
 እናቱ ነሽና ... የዚያ እምባቀቀላ !  
 ለራሰሽ ሳትሳሽ በደምሽ ልትዋጂው!  
 በዕለተ ቅዳሜ ዳግመኛ ልትወልጂው!  
 አንቺ ጭዳ ሆነሽ ቡጡን ልታተርፊው!  
 ሕጻኑን ወርውረሽ አንቺው ተጋፈጥሽው!  
 በይ እምዬ ይቅናሽ ታርግ ሰማይ ነፍሰሽ !  
 ሰማዕት ነሽና ባንዴ ለሁለት ሞተሽ::



ሐምሌ 24/2002  
 ኮልፌ በደረሰው የመኪና አደጋ ለሞተች እናት መታሰቢያ  
 ከሰላማዊት ፈቅደበሉ፣ ነሐሴ 7/2002 ዓ.ም





the  
teacher

*Contact Address*

**St. Mary's University College (SMUC)**

**Faculty of Teacher Education**

Tel. (+251-11) 5525527

P.O.Box 18490

email: [theteacherb@yahoo.com](mailto:theteacherb@yahoo.com)

Website: <http://www.stmarycollege.ed>