INSIDE THIS ISSUE

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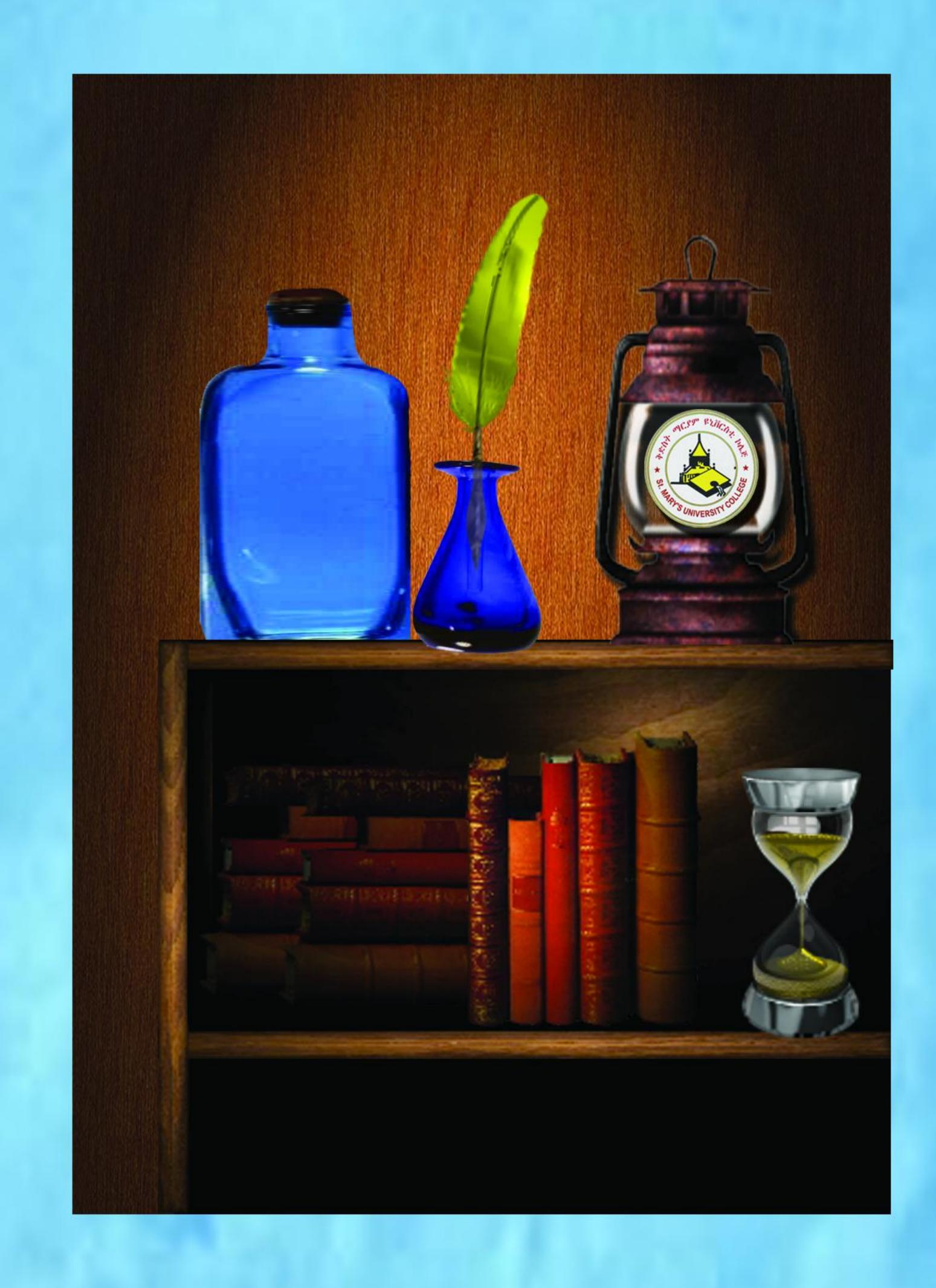
Quote of this issue

Some experience of popular lecturing had convinced me that the necessity of making things plain to uninstructed people was one of the very best means of clearing up the obscure corners in one's own mind.

T.H. Huxley (1825-95)

the teacher

EDITORIAL

The Role of Private Higher Institutions in Building a Nation

Dear Readers,

As usual, we have been trying our best to provide you with something palatable in this issue of Vol. 4, No.8 of our bulletin. Despite the fact that there are some hiccups felt by Private Higher Education Institutions (PHEIs) especially with respect to the fate . We have full heartedly continued the publication of the Teacher that may serve as a bridge between our institution and the entire society among which academia is one. In light of this, in this edition, we have entertained various articles of research works, views and opinions, commentaries and edutainmental pieces of writing that could be appealing to our readers according to their choice.

As we all know, the role of Private Higher Education Institutions, in whichever country they happen to exist, in the development of a nation is tremendously vital. Along with their academic contributions, which is mainly teaching and carrying out research works, the role they play in curbing unemployment, one of the gravest headaches of any nation in the present global scenario, calls for the attention of all state machineries to give much focus to this vitally important education sector and assist in all aspects so that the sector could contribute its lot in the overall growth and development of the country.

In this issue, we have tried to cover some important points especially with respect to higher education in Ethiopia. In connection with higher education in Ethiopia, we have two research articles one of which focuses on stakeholders' opinions based on a multiplicity of variables about Private Higher Education Institutions (PHEIs) and the other on the Higher Education Proclamation the Ministry oof Education (MoE) had issued in 2009.

In addition, we have presented many other readings on various subjects. These include some teaching tips on how to carry out testing and grading in our classrooms; how to properly apply Communicative Language Teaching (CLT); needs assessment on linkage/cluster schools with a specific reference to KCTE, etc.

In the edutainment section, we have some pieces that could both be educating and entertaining as usual. This includes a translation from English into Amharic of a short story and some other Amharic and English piece of writings.

As usual, we are very much hopeful that our readers will enjoy this Vol. 4, No. 8 edition of '*The Teacher*' bulletin, and will continue to contribute to its growth.

> **Knowledge is proud that he has learn'd so much; Wisdom is humble that he knows no more.**
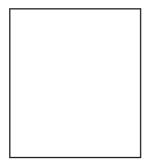>
> **William Cowper**

Research

Stakeholders' Opinion about the Provision of Private Higher Education in Ethiopia

Wondwosen Tamrat (Asst. Prof), SMUC and Getnet Tizazu (PhD), AAU

Wondwosen Tamrat, (Asst. Prof.)

Getnet Tizazu (PhD)

Background

The value of opinions about educational provisions drawn from relevant stakeholders may not be debated. Among other things, such views could be indicative of prevalent strengths, areas of improvement and the needed directions a given sector may take by informing public authorities and prompting policy decisions.

Despite the importance of public opinion on higher education, the available literature on the area seems to be too limited to provide reliable empirical findings. The meager literature which is conducted in the realm of public higher education has so far addressed such issues as the values of higher education to the public, access, college affordability and the actual price of higher education (Doyle 2007).The lack of empirical studies dedicated to public perception of Private Higher Education (PHE) is glaringly evident. The research made by Giesecke (2006: 13) in Central and Eastern Europe found out that the following major concerns emerged as common beliefs among the public and authorities about Private Higher Education Institutions (PHEIs):

• Students at most private institutions of higher education are thought to be 'inferior' in preparation and performance;

• Institutional programs are often considered weak and too focused on the whims of the market place;

• Library, laboratory, and virtual resources are practically non-existent;

• The vast majority of faculty members at the new private institutions of higher education do not engage in scholarly research in their fields of inquiry; and

• New private institutions explicitly tailor their programs for their graduates' immediate entry into the employment market and fail to take into account more significant long-term societal issues and concerns.

Regardless of the absence of empirical findings, there is a wide body of literature that also makes generalizations about the nature of private institutions around the globe. Private higher education institutions are widely conceived as relying too much on tuition and fees (Giesecke 2006; Slantcheva 2002); narrowly concentrating on inexpensive fields of studies (Bernasconi 2003; Levy 2002); having low academic quality and being not selective (Altbach 2002,); reliant on part time staff and devoid of the needed infrastructure (Hopper 1998; Slantcehva 2002); and lacking the research culture that's characteristic of Public higher

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1   The data collected for this article were garnered for a bigger research project prepared by the authors for the World Bank Conference on Ethiopian Higher Education organized in Addis Ababa, October, 2010.

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education institutions.

Although the stereotyped observations above must also inform the opinion in Ethiopia as evidenced in the discourse prevalent both in academia and in the wider public domain, there is still a significant lack of research on how the public feels about private institutions. The only exceptions are the public opinion gathered by the Ministry of Education in 2003 and a small scale research conducted in the same year by Samuel (2003). Although the Ministry's study did not have the nature of a research *per se*, the findings have brought to the fore the major deficiencies observed by the public about

PHEIs and speak of their weaknesses in the area of the basic infrastructure that is needed to run their programs. Samuel's (Ibid.) study which was based on opinions gathered from parents, employers, students, public servants and unemployed people focused on outlining what the public feels about the importance of PHE, how the Private Higher Education PHEIs are rated, and whether there are areas of concern related to the private provision of higher education.

Samuel (Ibid) indicated that many recognize the need for having the sector since it provides additional opportunities for post

secondary education; the most important reason for pursuing one's education at PHEIs is the opportunity to pursue a career of choice; the overall

satisfaction of the public on PHEIs is relatively high; and many feel that there's a need for more private institutions in the country (Samuel, op. cit.: 38-40). He also identified areas of concern as related to system funding, student financial assistance, overcrowding in classes, quality of some programs, and job prospects for graduates that have been noted as requiring serious redress.

Keeping the obvious research

> **When asked if they think there are private institutions that offer quality education better than the public ones, 78 percent of the total respondents agreed likewise.**

gap discussed above, this research attempts to address the existing deficiency in terms of the availability of empirical research dedicated to investigating stakeholders' opinion about the various aspects of private higher education provision in Ethiopia.

Objectives of the Study

This study was conducted to gauge the opinion of relevant stakeholders in the provision of private higher education in Ethiopia. The research seeks to find out what respondents think about:

- the overall importance of private higher education in

Ethiopia and whether the sector should continue to operate;

- the academic provisions of PHEIs as contrasted with the public higher education sector;

- the current and presumed role of the government should assume concerning PHEIs; and

- the possible factors that might affect the future of PHE in Ethiopia.

Methodology

The data for this study were collected from four private colleges (i.e., Admas University College, Omega Health College, HILCOE, and St. Mary's University College) and a variety of employing agencies, ministries and offices. Respondents who also constitute the subject of the study include: students and instructors at the private institutions; parents with children at PHEIs; and employers who have employed graduates from the private sector of higher education.

The major instrument of data collection used was a 27 item questionnaire designed to explore the overall opinion of stakeholders on the aforementioned areas. The specific statements in the questionnaire were constructed in a manner that addresses the four focus areas identified.

Respondents' Profile

The total number of respondents who participated in the study was 297. Among these 103 (35%) were students; 50 (17%) faculty; 90 (30%) parents; and 54 (18%) employers.

Figure 1 Respondents by Category

In terms of their educational level, 75 percent of the respondents hold academic qualifications ranging from diploma to PhD; 13 percent are high school graduates and 7 percent are below secondary. While 58 percent of the respondents are graduates of public institutions, 32 percent have attended their education in private institutions. Many of the respondents are also in one way or another attached to students who attend their education at private institutions. 68 percent of them pay tuition fee for a relative at a PHEI. Among those students who receive assistance from the respondents, 44 percent attend business courses; 26 percent attend IT; 15 percent attend Health studies; 10 percent attend Law; and the rest are enrolled in teacher education and other fields of studies.

The monthly income of the respondent parents indicates that 26 percent of them earn more than Birr 4000; 14 percent earn between 3000 and 4000; 18 percent between 2000 and 3000; 17 percent between 1000 and 2000. The earnings of the remaining (i.e. 24 %) are below 1000 birr.

Considering their overall knowledge of the private higher education sector, 49 percent of respondent parents said they have high and very high knowledge. Sixty five percent of the employers said their knowledge of the sector is moderate, while 28 percent of them rated their knowledge as high or very high.

Findings and Discussions

The major findings of the study are discussed below under four major headings that were identified earlier as constituting the major focus areas of the research.
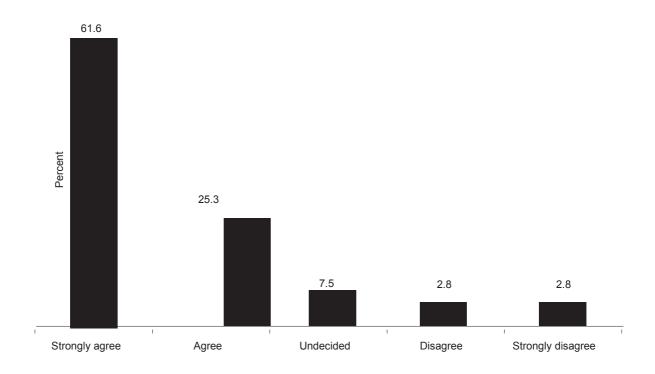
Overall Attitude towards Private Higher Education

The study investigated if the respondents considered private provision as having an important role to play in the Ethiopian higher education sector. A very high percentage of respondents (i.e. 87 %) regard the sector as an important alternative for those who have not been able to join public universities. This finding is in agreement with Samuel (op. cit.) who indicated that the sector is considered as an important route for those who seek to attend post-secondary education.

Universities are the cathedrals of the modern age. They shouldn't have to justify their existence by utilitarian criteria. David Lodge, British novelist and critic.

Figure 2 Respondents' Opinion on Whether Private HEIs Create Access for those who Fail to Join Public HEIs

Eighty three percent of the respondents also think that private institutions could be exemplary in terms of the entrepreneurial culture which seems to characterize their nature. This should not come as a surprise because private institutions, as evidenced in the wide literature available, are established out of a strongly entrepreneurial impulse to take advantage of an emerging education market (Kruss, 2005).

Similarly, 70 percent of students, 73 percent of faculty, 64 percent of parents, and 60 percent of employers think that PHEIs treat their students far better than public universities-perhaps this is an indicative of the customer orientation at these institutions. Quite similar with their entrepreneurial culture, the very identity of private institutions is also wrapped up in responding to customer demands and treating students as a consumer (Galbraith 2003: 548).

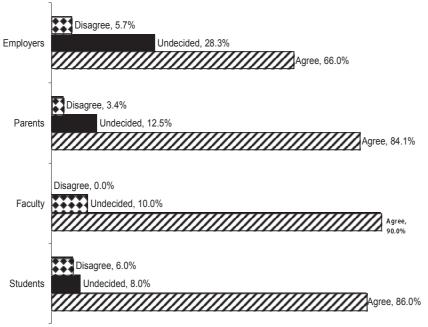*Psychoanalysis cannot be considered a method of education if by education we mean the topiary art of clipping a tree into a beautiful artificial shape. But those who have a higher conception of education will prize most the method of cultivating a tree so that it fulfils to perfection its own natural conditions of growth.*

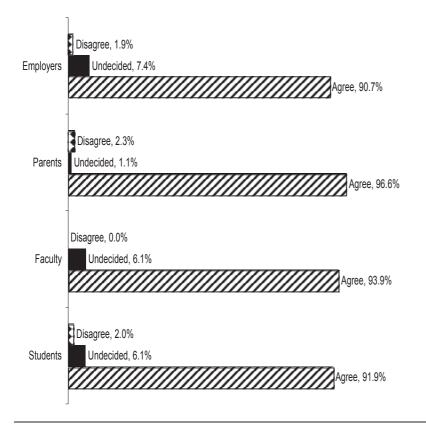**Attributed to Carl Gustav Jung** (1875 - 1961), Microsoft Encarta, 2009

Figure 3 Respondents' Opinion on Whether Private HEIs can be Exemplary to Public Institutions in Entrepreneurship Culture

Considering the importance they attribute to PHEIs, it could be argued that the respondents strongly suggest PHEIs should continue to be part of the Ethiopian higher education landscape and their growth should be encouraged.

A cursory glance at the specific figures for each stakeholder category shows that 95 percent of the respondents suggested that the growth of the sector should be encouraged. Eighty- four percent of all respondents also suggested that PHEIs should continue to be part of the higher education sector.

Figure 4 Respondents' Opinion on Whether The Involvement of Private Institutions in HE should Continue
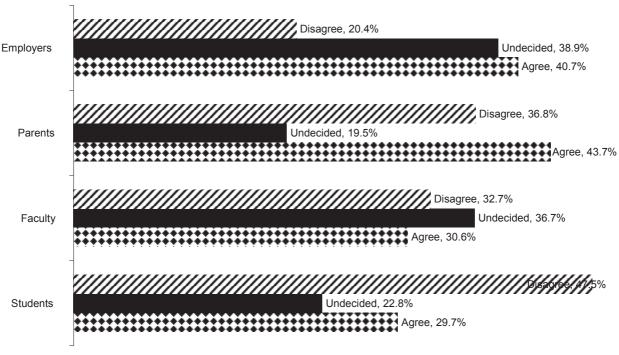
The Quality of Academic Offerings at Private Institutions

Respondents' opinion about the academic provisions was sought through an investigation of issues related to the capacity of PHEIs; the private provision as compared to public HEIs; and the modalities in which they should be permitted to operate. The comparison with public universities was deliberately made as this sector is usually used both in the public discourse and the literature as a benchmark in assessing the effectiveness of PHEIs.

When asked if the capacity of PHEIs is limited in terms of offering higher education, 47 percent of the students, 33 percent of the faculty, 37 percent of the parents, and 20 percent of the employers disagreed in a similar manner. However, a meaningful percentage of respondents has also expressed their opinion as 'undecided'.

Figure 5 Respondents' Opinion on Whether The Capacity of Private HEIs to Offer HE is Limited
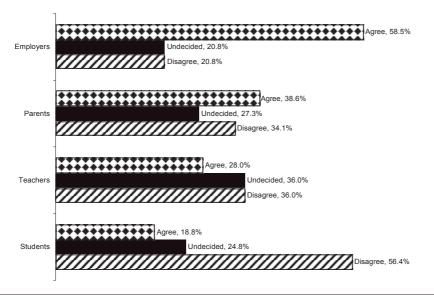
Respondents were again asked if graduating from private HEIs is 'easier' as compared to public HEIs. 57 percent of the students, 64 percent of the faculty, 53 percent of the parents and 20 percent of the employers disagreed. The highest percentage of agreement (i.e.53%) to this question came from employers, followed by parents 38 percent of whom think that it is easier to graduate from private institutions. This is perhaps an indication that employers regard the provisions at PHEIs less demanding as compared to the public institutions.

Figure 6 Respondents' Opinion on Whether Graduating from Private HEIs is Easier as Compared to that of Public HEIs

Despite the above reservation, the respondents (including employers) did not rate public institutions better when it came to an overall comparison with private institutions. When asked if they consider public institutions to be better than private institutions in every aspect, only 19 percent of all respondents agreed, while 52 percent disagreed. 29 percent remained undecided. This goes against the common observation in the literature that considers the public sector as more prestigious when compared with the private sector (Galbraith 2003).
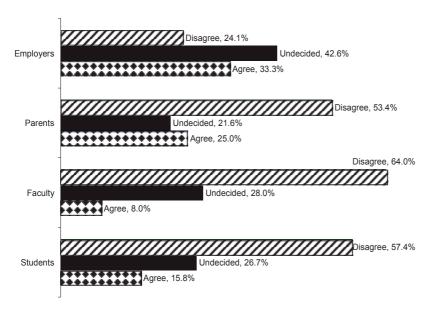
Respondents were again asked whether they consider the quality of education offered at public universities better as compared to the one offered by PHEIs. In this regard, 63 percent of students, 64 percent of faculty, 49 percent of parents, and 33 percent of employers disagreed. The highest percentage of agreement to this question did not exceed 19 percent

as expressed by employers and parents. A considerable number of all respondents (i.e.29%) remained 'undecided'.

On the other hand, when respondents were asked if they consider the quality of education offered by the public and private sectors are similar, only 39 percent of all the respondents agreed. Accordingly,

29 percent disagreed while 32 percent remained 'undecided'.
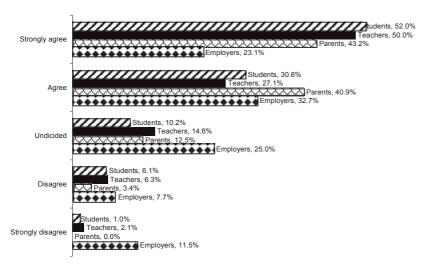
The considerable number of respondents falling on the 'undecided' category could be explained by the nature of the question which demands making generalization about either of the sectors considered.

Figure 7 Respondents' Opinion on Whether Public HEIs are Better than Private HEIs in all Aspects

When asked if they think there are private institutions that offer quality education better than the public ones, 78 percent of the total respondents agreed likewise. If we look at each category of respondents, we find that the agreement was expressed by 83 percent of students, 77 percent of faculty, 84 percent of parents and 55 percent of employers, respectively. The level of disagreement to this statement did not exceed 19 percent and that was expressed by employers only.
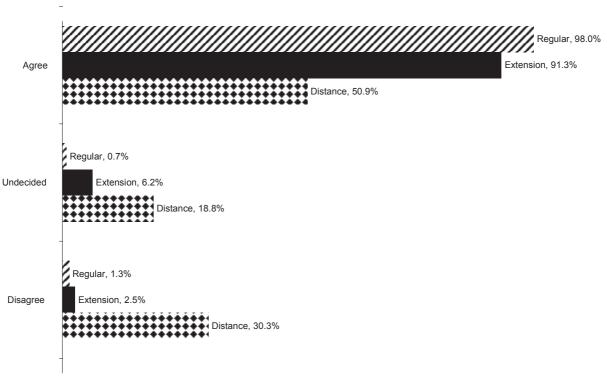
**Figure 8 Respondents' Opinion on Whether There are Private HEIs Offering better Quality of Education than Public HEIs**

The other area about which stakeholders' opinion was investigated is related to whether PHEIs should be allowed to offer training in various modes and programs of study. The Ethiopian Higher Education Proclamations(2003, 2009) grant that whereas the major modes of training in Ethiopian higher education institutions are regular, continuing (e.g. extension) and distance, HEIs are given the mandate to introduce any program of study so far as they could prove its relevance in light of the needs of the country.

Figure 9 Respondents' Opinion on Whether Stakeholders' Opinion on Allowing Private HEIs to Offer Training

With the exception of distance education where we don't see a similar level of enthusiasm, an overwhelming majority of the respondents agree that PHEIs should continue to offer training in regular and extension modes. There is literally no disagreement to statements related to the question of offering training in these modes of provision. The only exception noted is the distance mode where only 47 percent of students, 56 percent of faculty, 50 percent of parents, and 47 percent of employers expressed their agreement. This may be taken as a sign of some reservation towards providing this mode of training by PHEIs. The overall level of disagreement to the statement is around 40 percent.

Respondents were also asked about their opinion on whether PHEIs should be barred from offering certain fields of studies such as Law and Teacher Education as has been issued in a recent directive of the government.

The responses show that 76 percent of faculty, 64 percent of students, 60 percent of employers, and 48 percent of parents disagreed. When asked if PHEIs should be allowed to offer any field of study provided that they have the capacity to do so, a strong level of agreement was again obtained. Accordingly, 86 percent of students, 77 percent of faculty, 78 percent of parents, and 65 percent of employers expressed their opinion positively.

"Consider what you think justice requires, and decide accordingly. But never give your reasons; for your judgment will probably be right, but your reasons will certainly be wrong."
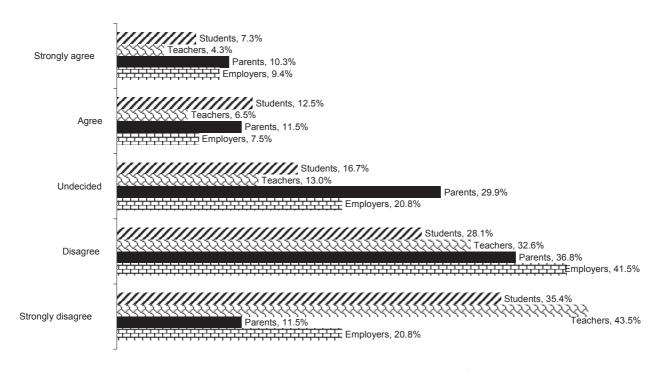
     William Murray Mansfield (1705 - 1793)

"For we both alike know that into the discussion of human affairs the question of justice enters only where the pressure of necessity is equal, and that the powerful exact what they can, and the weak grant what they must."   **Thucydides** (460? BC - 400? BC)

Figure 10 Respondents' Opinion on Whether Private HEIs should not be Allowed to Offer Training on Law, Teacher Education and Similar Fields of Studies

Government Role with Regard to Private Higher Education

The dearth of information on PHE indicates that the government plays a significant role both in the promotion and regulation of the private sector (cf. Wondwosen 2008). In countries where the private higher education sector is a new phenomenon, the control element may be much more pronounced as compared to the improvement element that is characteristic of countries with a matured system of this same sector.

Notwithstanding this, the support role that any government is expected to play appears to be essential in the development of PHE across all countries with varied systems of higher education.

The overall balance that governments should be able to strike between strict regulation and creating enough space for operation is also considered to be critical. Tasker rightly observes,
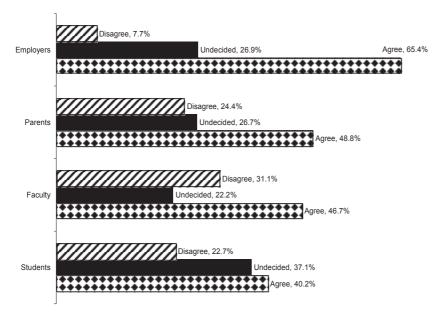
If the role of private institutions is to be expanded, it is imperative that a regulatory balance is reached. An environment must be created that neither suffocates educationally sound and sustainable private institutions with state

poor quality unsustainable operators into the higher education market. Whilst the private providers recognize the need for state regulation, over-regulation will only serve to diminish the industry. (1999:5-6).

In light of the above, respondents were first asked if they think the existing government regulations are too lax on private institutions. 65 percent of employers, 49 percent of parents, 47 percent of faculty, and 40 percent of students agreed. The overall average for all respondents who agreed is 47 percent while those of the disagreed is only 22 percent.

* He gives twice who gives promptly. **Publilius Syrus** (Roman writer, 1st century BC)
* Wisdom denotes the pursuing of the best ends by the best means.   **Francis Hutcheson**
* No price is too high to pay for the privilege of owning yourself. **Friedrich Nietzsche**
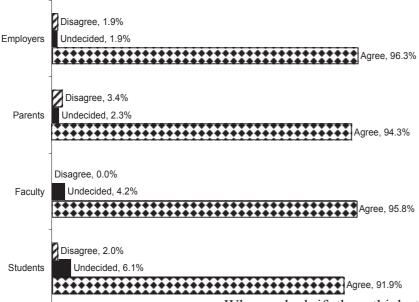
Figure 11 Respondents' Opinion on Whether The Government Rules/Regulations Concerning Private HEIs are Lenient

In a similar vein, when respondents were asked if government should control the quality of education given at private institutions, an overwhelming majority of them expressed their agreement. The level of agreement was expressed at 92 to 96 for each of the stakeholders investigated. Such a high rate of agreement in this study was observed only for statements related to whether PHEIs should be allowed to offer training in regular and extension modes.

Figure 12 Respondents' Opinion on Whether There should be Tight Quality Control on Education Offered by Private HEIs

(instructors).

Stakeholders also have a strong feeling that government does not treat private and public institutions equally. 83 percent of students, 82 percent of parents and faculty, and 67 percent of employers think that government authorities apply double standard in treating private and public institutions. The overall level of disagreement observed for this statement is 9 percent only, indicating a high level of consensus among respondents.

> "In youth and beauty wisdom is but rare!"
>
> **Alexander Pope** (1688 - 1744)

In addition to investigating stakeholders' overall opinion about the need for controlling private provision, additional statements on how they think PHEIs are treated by the government were also included.

When asked if they think that there is government interference on PHE operators, with the exception of employers 34 percent of whom agreed, the level of agreement expressed by the other stakeholders ranged from 62 percent (i.e. parents) to 82.5 percent

Figure 13 Respondents' Opinion on Whether Government Authorities Do not Treat Private and Public HEIs Equally

In a context where the private sector feels threatened by a variety of interference, the need for legal protection is unavoidably clear. To this effect, stakeholders were further asked to express their opinion on whether the private higher education sector should be given legal protection like any other area of investment. They expressed their agreement at the level of 95 percent and above.

Figure 14 Respondents' Opinion on Whether Legal Protection should be Given to Private HE like any other Investment Sector

if respondents would agree upon the fact that the support should be given only to those PHEIs that discharge their duties responsibly drew more support than the case for providing support to all PHEIs inadvertently. The rating was 90 percent on average.

Impediments to the Growth of PHEIs

There are a variety of factors that could influence the future of PHEIs in Ethiopia. These factors may be internal or external in nature. The internal factors may relate to the existing capacity and overall orientation of individual institutions. The external factors may be mainly related to how much the

As noted earlier, the growth of the private sector is also facilitated through a variety of assistance that should be provided by the government. When asked if the government should facilitate working conditions for PHEIs and whether it should provide the necessary support for all PHEIs, more than 85 percent of respondents in each case responded positively that it should. The statement that asked

government can steer and regulate the growth of the sector.

When asked if the limited capacity of PHEIs would be a major threat to their future, 67 percent of employers, 56 percent of faculty, 55 percent of students, and 52 percent of parents agreed. A relatively high percent of the respondents (i.e.35 %) were 'undecided'. When asked if the profit orientations of the institutions would endanger their future, 80 percent of parents, 77 of employers, 73 percent of students, and 63 percent of faculty expressed their agreement. How much the fact that PHEIs are excessively reliant on tuition fee would be a threat was also further investigated. 78 percent of employers, 76 percent of faculty, 74 percent of parents, and 67 percent of students thought this would affect the institutions highly. With regard to external factors, respondents how much the sudden measures of the government may affect the operation of PHEIs. In this regard, 91 percent of faculty, 68 percent of students, 58 percent of parents, and 40 percent of employers said it affects the sector highly. With regard to government support, 67 percent of all respondents said it affects the sector greatly while 23 percent said it has a moderate effect.

Figure 15 Respondents' Opinion on Whether Stakeholders' Opinion on the Degree of Importance of Factors Influencing the Functioning of Private HEIs

For Your Information! (FYI)

Colleges and universities gain accreditation when an organization or agency determines that they have met certain predetermined standards of educational quality. Most accreditation agencies in the United States are recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation, an independent association. In Canada, colleges and universities are accredited by professional regulating agencies, governmental organizations, or private associations. Accrediting agencies assess the educational quality of colleges and universities by determining whether they have effective academic programs, qualified faculty members, adequate instructional and library facilities, and sufficient resources to provide satisfactory education. Once an accrediting agency grants a college or university accreditation, it reassesses the school periodically to determine whether the school has maintained adequate standards.

Source: Microsoft ® Encarta ® 2009.

Conclusion

There are significant patterns in the findings of this study that could inform the existing local knowledge and the available literature on private higher education.

Among other things, this exploratory survey has indicated that in the eyes of stakeholders PHE plays a significant role within the existing higher education landscape. It has created access to those who had no chance through the public system; it can be a model both in the entrepreneurial culture today's universities are expected to assume and in the handling of students.

Considering the academic provisions at PHEIs, the research highlighted that neither the public nor the private sector could be assumed to be superior to the other in terms of providing quality education. It has also established that there are PHEIs that perform better than the public ones. Hence, hat in the eyes of stakeholders PHEIs should continue to play a significant role in the Ethiopian higher education sector providing training in any mode (with a slight reservation on distance education) and any type of training if they have the capacity to do so.

The stakeholders considered for this study also noted the interference on the part of the government and the double standard that is currently at play. However, they also emphasized that the government has an important role to play in regulating the sector. They feel that the existing regulations on private higher education are noticeably lax, and there is a need for a stricter control on the quality of education provided.

With regard to the factors that may determine the future of PHEIs, respondents feel that both the internal and external factors investigated have their own share. They remind us that the profit orientations and the fact that their income is solely dependent upon tuition fee could seriously jeopardize the future of PHEIs as is the case elsewhere. So are the minimal support the government is providing and the sudden measure it sometimes chooses to take.

The overall message of this small investigation is that there is a room for the private higher education sector in Ethiopia that should continue to work with all the proper monitoring and assistance required on the part of the government. An understanding of this message may be beneficial for policy makers who should give the necessary heed to public opinion and continue to capitalize on the strength of the sector, incentivize it and create the necessary system of accountability. Individual institutions should also recognize the need for productive regulation that is beneficial to the system as a whole and to their existence in particular.

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Needs Assessment on Linkage/Cluster Schools of KCTE

By: Getachew Lemma, Lecturer, KCTE

I. Introduction

School clusters are schools which will be established based on geographical site, student population, transportation services and other facilities which are available in the area.

The main purposes of establishing cluster schools are:

- to develop cooperative work among the schools;
- to work by sharing man power & material resources
- to provide intensive & persistent short term trainings for primary school teachers;
- to solve their common problems; and
- to share experiences

Based on the above purposes, schools can be clustered in three ways.

1. Urban schools cluster

    Urban schools have a great number of teachers and students which may present problems. Hence 2 - 3 schools may be encompassed in one cluster.

2. Rural schools cluster. If a great number of schools is found in a populated rural area, 3 - 5 nearby schools may be organized under one cluster. However, the distance between each member school and the cluster center should not exceed 2 hours walk.

3. Remote rural schools cluster. In a less populated area where there is no transportation service, and a few schools are constructed which are far apart, 2 - 3 schools that can be reached within 2 hours walk from the cluster centre may be organized under one cluster. However, if there is a school that can not be reached within 2 hours walk from the cluster centre, (very far to cluster centre), another mechanism should be designed to strengthen the system of enhancing education and providing special help to that particular school.

Selection of Cluster Center School

The school which is selected to be a cluster centre at the primary level should fulfill the following:

- It should be a full cycle primary school.
- It should have supporting administrative staff.
- It should be well organized and furnished.
- It should have efficient and qualified teachers.
- It should be managed by a trained principal / director
- It should have enough classrooms and administrative rooms including rooms for a library and resource center.

It would also be preferable if it is located centrally to the other member schools; clustered.

Clustered Schools Coordinating Committee

This committee manages the clustered schools, and should consist of the following members:

- Cluster supervisor will be a chair person.
- Principals of all member schools will be members.
- Alternative basic education unit representatives will be members

Heads of the schools' pedagogical resource centers will serve as a secretary and member of the cluster centers.

Duties and responsibilities of

the committee members and official bodies have been shown on the educational hierarchy in written form.

Source: (Addis Ababa Education Bureau, Educational directive of cluster schools written in Amharic 2001 E.C).

Concerning cluster (linkage) schools Kotebe College of Teacher Education is working cooperatively with 13 linkage schools with the help of USAID project. Thus, it is essential to conduct needs assessment to provide trainings in order to increase the competency of cluster school teachers. Therefore the major purpose of conducting this needs assessment is to identify task deficiencies created in the linkage school teachers & to develop their capacity based on their needs.

II. Related Literature on Needs Assessment

Needs assessment or diagnosis of needs is the collection of data about the school system; the nature of the learners; the teachers; the society (the community); the legal and administrative activities and parallel system- national and international (Hawes; 1979 Pratt D. 1980)

According to the above authors' illustrations ought are gaps between what it is and what to be. Needs assessment is a diagnostic process that relies on data collection, collaboration and negotiation to identify and understand gaps in learning and carrying out performance and to determine future actions.

Examples of actions that could be implemented as the result of needs assessment include:

- Offering improved incentives

- Providing better information

- Engaging the appropriate people

- Enhancing the work design

- Supplying essential tools or technology

Implementing training or learning program

As cited by Lemma Setegn, Burton & Merrill (1987) suggest that:

A need assessment entails to identify deficiencies in people's performance. Hence it is essential to perform task analysis. During task analysis it needs to list the deficiencies to meet in order of priority. A deficiency in trainee's performance can be identified by asking the following questions.

- What must trainees be able to do?

- What can they already do?

- Is there a gap between what trainees can do and what they cannot do?

What are the areas of needs assessment?

There are different areas of needs assessment. Some common areas include:

a. Analysis about the school system

b. Analysis about the learners

c. Analysis about the teachers

d. Analysis about the society

e. Analysis about parallel learning systems.

A) Analysis about the school system focuses on collection of data and interpretation about

- Basic demographic and statistical information

- School numbers & their distribution enrollment and flow through the system such as ages, class size, staff information, financial allocation, sources etc.

- Legal and administrative information. The analysis deals with the current legal provision and requirements, policies & practices with respect to school building, equipment, supply, time allocation, progression in grades, etc.

- Current curriculum practice: the data to be collected and analyzed include the origins, the languages in use, time tables actually followed, program covered, subjects taught, etc.

B) Analysis about the learner's information

- Social & cultural back grounds

- Languages & perception

- Visual perception of children in relation to materials used.

- Cognitive development

- Interests and aspirations of learners

- Physical & psychomotor developments

C) Analysis about the teachers: It includes

- Teacher's education & training
- Interests and aspirations
- Relations between teachers, and between teachers and the community.

D) Analysis about the society / the community the assessment focuses on:

- Resources for learning
- Values & attitudes
- Needs & goals

E) Analysis about parallel learning systems: This is analysis that focuses on:

- National and international issues
- Other learning systems parallel to the formal school system.
- Parallel programs in similar national contexts such as research plans, material production, descriptions of programs, evaluation of data originating from other similar countries

F) Analysis of external factors: Analysis is made on external factors giving emphasis to:

- National and/or regional directives and policy statements.
- The expectations of local community and the parents.
- The expectations of the employers & trade unions.

III. Design and Strategies

3.1 The main objectives of the needs assessment are:

1) to identify the academic task deficiencies created in the school.

2) to elicit the crucial problems of teachers in the teaching-learning process.

3) to know the training needs of teachers in terms of their priority.

4) to provide short term trainings based on the needs of teachers.

3.2 Guide questions:

1. Is there a gap between what teachers can do and what they can not do?

2. What are the major problems of teachers in the teaching-learning process?

3. How can these problems be solved?

4. What are the major needs of teachers that help them to improve their capacity of teaching?

3.3   Data   collecting instruments:

Data collecting instrument were questionnaire & focus group discussion.

3.4 Data collecting procedures

Both open-ended & close ended questions were prepared and filled by 65 first cycle primary school teachers of all 13 linkage schools and 77 mathematics and 105 science teachers of 2nd cycle (grades 5-8) in all 13 linkage/cluster schools.

In general 65 first cycle and 182 second cycle primary school teachers filled the questionnaire.

The technique of selecting the respondents was as follows.

In each linkage school in the first cycle 5 teachers were selected randomly and in the second cycle all mathematics & science teachers selected to fill the questionnaire.

For the focus group discussion 2 teachers from the 1st cycle, 3 teachers from the second cycle, & 2 school administrators were selected from each linkage school.

IV. Data Organization, Interpretation and Analysis

Data obtained through questionnaire filled by 1st cycle linkage school teachers. Responses to 1st & 2nd questions:

Q1. Did you take any short term trainings?

From 65 1st cycle teachers respondents' 45 teachers (69.23%) answered that they did not take any short term trainings. Most of them identified their needs in sequence as follows:

1. How to teach children to read & write English & Amharic alphabets within the 1st quarter of the academic year.

2. How to teach children to identify & write numbers from 1 up to 100 within one semester of the academic year.

3. Active learning methods.

4. How to prepare & use locally available resource (TALULAR).

5. Formative continuous assessment

Responses to the 3rd question:

The materials they need to be developed and provided for them after the trainings, are all the above mentioned techniques or strategies listed from 1-5.

Responses to the 4th question:

If you have a need different from the above mentioned: Please specify?

Most of the teachers commonly identified to take trainings on: How to teach English language using locally available resources.

2) Data obtained through questionnaire filled by 2nd cycle linkage school teachers (77 mathematics and 105 science teachers)

Q1. Did you take any short term tracings?

From the respondents 65 mathematics teachers (84.42%) and 90 science teachers (85.71) answered that they did not take any short term trainings.

Q2. The teachers responded their needs as follows: mathematics teachers' needs of trainings in sequence are:

1. How to make students be interested in mathematics.

2. How to prepare mathematics teaching aids & use.

3. How to manage the classroom disciplinary problems.

4. Mathematics handout for grades (5-8) that comprises methods of teaching for each content.

5. Active learning

6. Formative   continuous

assessment and

7. Action research.

Science teachers' needs of trainings in sequence are:

1. How to make experiments using locally available resources in the laboratory

2. Science kit trainings

3. Written guide lines for doing experiments in the laboratory should be provided after training.

4. Active learning

5. Action research

6. How to manage classroom disciplinary problems and

7. Formative continuous assessment.

Q3. The materials they need to be developed and provided for them after the trainings are all the above mentioned techniques and strategies listed from 1-6 had been suggested.

3. Data Obtained through Focus Group Discussion

The guide questions for focus group discussion were:

1) Is there a gap between what teachers can do and what they can not do? If yes list them?

2) What are the major problems of teachers in the teaching-learning process?

A) list these problems

B) How can these problems

be solved.

3. What are the major needs of teachers that help them to improve their capacity?

The group members were 7 in each linkage school. The members composed of 2 teachers from 1st cycle, 3 teachers from second cycle and 2 school administrators.

In the 13 linkage schools the responses of 91 teachers from their discussion were as follows:

1) Concerning the 1st guide question in most of 10 linkage schools, the group members responded that:

• Some mathematics & science teachers have problems on subject matter knowledge.

• Most of the teachers do not use teaching aids and have problems of applying active learning method.

• Some teachers lack preparation i.e., reading different books, lesson planning, teaching aids, rehearsing in the laboratory, etc.

2) What are the major problems of teachers in the teaching learning process?

The focus group discussion members identified the following as major problems of linkage school teachers:

• Shortage of instructional materials i.e., chemicals, reference books, Mathematics instruments, Language teaching materials, maps, globes etc.

- Student's disciplinary problems.

- Teachers' reading rooms.

Too much preparation & being over loaded (self-contained teachers).

The focus group discussion members suggested the following solutions for the above mentioned problems:

- Instructional materials can be alleviated by the continuous effort of the school administration & parents.

- Teachers with the cooperation of parent-teacher committee & the school administration can solve the disciplinary problems of the students

- The school administration can coordinate teachers & stakeholders to establish teachers' reading rooms & equip with books & furniture.

Concerning self-contained teachers, it is advisable to assign assistant teachers.

The 3rd guide question was what should be the major needs of teachers that help them to improve their capacity?

The major training needs of teachers suggested by the focus group discussion members are:

1. Strengthening teachers' knowledge of the subject matter through short-term trainings related to the content they teach in a particular grade level.

2. Active learning methods

3. Preparation & usage of teaching aids.

4. Doing experiments in the laboratory for science subjects including written guide lines which will be used for the experiment.

5. Classroom management.

6. Action research.

7. Formative continuous assessment.

8. Lesson planning & implementation.

Concluding Remarks

Needs Assessment is a diagnostic process that relies on data collection, collaboration and negotiation to identify and understand gaps in learning and performance and to determine future actions.

Concerning cluster or linkage schools Kotebe College of Teacher Education is working cooperaqtive4ly with 13 linkage schools with the help of USAID project. Thus, it is essential to conduct needs assessment to provide short term trainings in order to increase the competency of cluster school teachers.

The main purpose of conducting this needs assessment is to identify task deficiencies created in the linkage schools so that their teachers are able to develop their capacity based on their needs.

The basic guide questions designed to conduct the needs assessment are:

1. Is there a gap between what teachers can do and what they can not do

2. What are the major

problems of teachers in the teaching-learning process?

3. How can these problems be solved?

4. What are the main needs of teachers that help them to improve their capacity of teaching?

The instruments used to collect data were questionnaire & focus group discussion.

Based on the data collected, the major problems of teachers in the teaching-learning process are:

- Some mathematics and science teachers have problems or subject matter knowledge

- Most of the teachers do not use teaching aids and have problems of applying active learning method.

- Some teachers lack preparation, i.e. reading different books, lesson planning, teaching aids, etc.

- Shortage of instructional materials, i.e. chemicals, reference books, mathematical instruments, language teaching materials, maps, globes, etc.

- Students disciplinary problems

- Teachers' reading rooms

- Self- contained teachers are required to prepare for all subjects

For the above mentioned problems teachers suggested the following solutions.

- Shortage of instructional materials can be allocated by the continuous effort of the school administration and parents.

- Teachers with the cooperation of Parent-Teacher committee and the school administration can solve the disciplinary problems of the students

- The school administration can coordinate stakeholders, teachers, parents etc, to establish teachers' reading rooms & equip them with books and furniture.

- Teachers should give more time for preparation in addition to teaching and co-curricular activities.

- Self- contained teachers should work cooperatively

    and actively with their assistants in order to facilitate their activities

Based on the needs assessment the major needs identified by the linkage school teachers are the following

The needs of 1st cycle teachers are as follows:

1. How to teach children to read and write English and Amharic Alphabets within the 1st quarter of the academic year.

2. How to teach children to identify and write numbers form 1-100 within one semester of the academic year.

3. Active learning methods

4. How to prepare and use locally available resources (TALULAR

5. Formative continuous assessment.

The needs of 2nd cycle teachers are as follows:

- How to make students be interested in mathematics

- How to prepare and use locally available resources

- How to manage class room disciplinary problems

- Mathematics handouts for grades (5-8) that comprise methods of teaching for each content and grade

- Active learning

- Formative continuous assessment

- Action Research

Second cycle science teacher's needs of trainings are: -

- How to make experiments using locally available resources in the laboratory.

- Science kit trainings

- Written guidelines for doing experiments in the

laboratory should be provided after training

- Active learning

- Action Research

- How to manage class room disciplinary problems

- Formative continuous assessment.

From the above concluding remarks I suggest that the above mentioned needs of teachers from linkage schools should be considered by the USAID project and the trainings should be arranged within a short period of time based on their priority.

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One should guard against preaching to young people success in the customary form as the main aim in life. The most important motive for work in school and in life is pleasure in work, pleasure in its result, and the knowledge of the value of the result to the community.

Albert Einstein (1879 - 1955)

Cultural Diversity in Tourism: The Ethiopian Context

Yasin Omer, Customer Relations and

INTRODUCTION

There are plenty of evidences that indicate human beings were and still are natural and cultural beings. Thus, they share a common human identity but in a culturally mediated manner. They are both similar and different, their similarities and differences do not passively coexist but interpenetrate with each other (Parekh, 2006).

As natural beings, human beings have several unique and worthwhile capacities; such as, the ability to think, reason out, use language, form visions of good life, have moral relations with one another, be self-critical and achieve increasingly high level of excellence.

Similarly as cultural beings they created a system of beliefs and practices in terms of which a group of them understand, regulate and structure their individual and collective lives.

They embodied their culture in proverbs, maxims, myths, rituals, symbols, collective memories, jokes, body languages, modes of non-linguistic communication, customs, traditions, institutions and manner of greeting (Dorson, 1981). They also articulate culture in the rules and norms that govern such basic activities and social relations as how, where, when, and with whom one eats, associates himself/herself and makes love, how one mourns and disposes of the dead, and treats one's parents, children, wife, neighbors and strangers (Pareh, 2006).

Juxtaposition of the aforesaid manifestations of natural and cultural beings reproduces most of the desirable qualities of a homogenous society with cultural diversity. These include a sense of community, solidarity, common loyalties and a broad moral and political consensus. This in turn serves as potential tourist destination as it gives an ample chance to visit unfamiliar culturally diverse societies.

In view of the above, this mini-research tries to explore what cultural diversity is meant in general especially in the Ethiopian context and critically assesses its significance as Ethiopian potential tourist destination.

1.1. CULTURAL DIVERSITY

According to Parekh (2006), cultural diversity is the presence of a variety of cultures and cultural perspectives within a society.

This indicates that cultural diversity is a societal phenomenon which creates a favorable atmosphere in which different cultures can engage in a mutually beneficial dialogue. Different artistic, literary, musical, moral and other traditions interrogate, challenge and probe each other. They also borrow and experiment with each other's ideas, and often throw up wholly new ideas and sensibilities that none of them could have generated on their own.

UNESCO illustrated that cultural diversity is a driving force of development, not only with respect to economic growth, but also as a means of leading a more fulfilling intellectual, emotional, moral and spiritual life.

Weinstock (1994, 1998) on his part states that cultural diversity is an important constituent and condition of human freedom. He further indicates that unless human beings are able to step out of their culture, they remain imprisoned within it and tend to absolutize it, imaging it to be the only natural or self-evident way to understand and organize human life. And they cannot step out of their culture unless they have access to others.

He further elaborated that human beings have mini- Archimedean standpoints in the form of other cultures that enable them to view their own images from the outside.

In doing so, they are capable to tease out its strengths and weaknesses and deepen their consciousness. Likewise, they are able to see the contingency of their culture and relate to it freely rather than as a fate or predicament.

Thus, cultural diversity fosters vital preconditions of human freedom as self-knowledge, self-transcendence and self-criticism. Apparently, cultural diversity embodies different cultures which correct and complement each other to new forms of human fulfillment. This in turn creates a culturally homogenous and strong society.

Furthermore, cultural diversity encourages a healthy competition between different systems of ideas and ways of life and both prevent the dominance of any one of them and facilitate the emergence of new truths.

Cultural diversity also represent different talents, skills, forms of imagination, ways of looking at things, forms of social organization, and different sense of humor. Similarly, it represents psychological and moral energies, all of which constitute a most valuable resource which can be fruitfully harnessed in such different areas of life as sports, businesses, management, creative arts, industry and most of all tourism.

1.2. <u>CULTURAL DIVERSITY IN THE ETHIOPIAN CONTEXT</u>

Ethiopia, a country with thirteen months of sunshine as a brand, offers a remarkable range of physical beauty in her land, cultural diversity in her nations and nationalities and warm-hearted hospitality of her people to be enjoyed by tourists fortunate enough to choose this land which is witnessed by studies of various scholars of assorted disciplines as a cradle of human race and a country of ancient civilization that can alluringly attract tourists as their travel destination.

The richness and diversity of the Ethiopian culture is a manifestation of the socio-cultural differences of the over eighty-two ethnic groups that inhabit the land for ages. Each of them manifests their own respective values, ideals, arts, rituals, songs, stories, literature, moral and spiritual wisdom.

This indicates the presence of religious as well as cultural diversities in Ethiopia –
a time honored multi-ethnic nation.

The formation of nine regional states, with respect to cultural diversity that ensures political unity, appeared on the national agenda as a politically and ideologically significant issue.

This in turn manifests that the Federal Democratic Republic of Ethiopia welcomes and cherishes its cultural diversity. Moreover, it reveals that Ethiopia makes cultural diversity central to its self-understanding and respects the cultural demands of its constituent communities.

As a culturally diverse nation, Ethiopia must find ways of coming to terms with cultural diversity and even profiting from it; that is, exploiting its untapped potential tourist destination.

1.3. <u>SIGNIFICANCE OF ETHIOPIA'S CULTURAL DIVERISTY</u>

Taking into account the aforestated illustration, Ethiopian's cultural diversity:
* Provides ample chance to witness most significant and spectacular festivals intensified by drumming, dancing and singing,

* Provides grand opportunity to experience traditional ways of life preserved in local customs, rich and varied handicrafts and other colorful products depicting or illustrative the native arts and lifestyles,
* Enables to witness religious processions of archbishops and priests carrying ark of covenants accompanied by multitudes of followers and tourists,
* Enables to gain insights to a glorious past at well as promising future set amid the natural beauty of this diverse country,
* Enables to experience unique warm-hearted Ethiopian hospitality,
* Provides great opportunity to experience the authentic unsophisticated but extraordinarily friendly attitude of many of the Ethiopian population,
* Creates favorable atmosphere to exhibit a wide range of cuisines,
* Provides grand opportunity to set-up annual and/or bi-annual nations' and nationalities' festivals on regular basis,.
* Enables to watch, admire, and purchase handcrafts which constitute symbol of the people's cultural values and their love for nature,
* Represents psychological and moral energies which constitute most valuable resources which can be fruitfully harnessed in tourism.
* Serves as ideal model of tolerance and peaceful co-existence, and
* Add richness and variety to the society and make it aesthetically pleasing to tourists.

Hence foreign investors and other interested individuals are advised to take the aforestated significances of cultural diversity into consideration and invest in the Ethiopian tourism industry for sustainable and profitable returns.

CONCLUSION

As a country with a time-honored multi-ethnic nation, cultural diversity is an asset that is indispensable for the development of tourism industry in Ethiopia.

Therefore, we (Ethiopians) should feel a sense of loyalty to our diverse culture. We also should gear towards exploiting the untapped tourist attraction potentials.

Apparently, it is worthwhile to note that cultural diversity is a driving force of development, not only with respect to economic growth, but also, as a means of leading a more fulfilling intellectual, emotional, moral and spiritual life.

In conclusion, juxtaposition of the nations and nationalities' cultures, life flowers in the garden, beautifully complement each other and add to the wealth of Ethiopia. By extension, Ethiopia proves to being a country having rich cultural diversity with untapped potential tourist destination.

Consequently, professionals engaged in cultural and tourism sectors and concerned stakeholders; such as higher learning institutions, should join their knowledge, skills and efforts to exploit and profit from cultural diversity.

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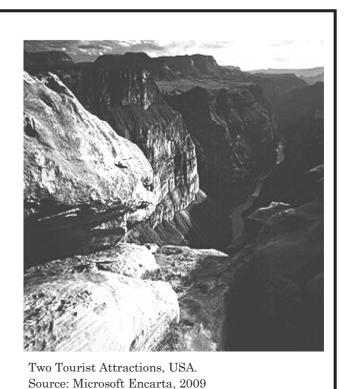
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Two Tourist Attractions, USA.
Source: Microsoft Encarta, 2009

Teaching Tips

Some Guidelines for Testing and Grading

Melaku Girma, Dean and PhD Candidate, Faculty of Teacher Education, SMUC

Test AT ALL Levels

A common mistake made by some teachers is to focus most test items on simple recall of information. It is easier to write and score this type of question because there is usually a single correct answer. However, if the teacher wants to extend student thinking and promote higher-level thought processes, then test questions must require higher-level of thinking. Bloom's taxonomy and a table of specification are devices to assist the teacher in constructing test items at various levels. A basic rule for assessment of higher-order thinking skills is to craft tasks requiring use of knowledge and skill in new or normal situations (Mitchell, 1992). If you only assess students' ability to recall what is in the textbook or what you say, you will not know whether they understand or can apply the reasons, explanations, and interpretations. In short, you must use novel materials to assess higher-order thinking.

Give Students Enough Information Before Testing Them.

It is the teacher professional responsibility to inform students about an upcoming test and about how it will be scored. To assess students under the best condition you need to provide at least the following information about your upcoming test (Nitko, 2004):

1. When it will be given.

2. Under what condition it will be given (timed, speeded, take-home test).

3. The content areas it will cover.

4. The emphasis or weighting of content areas to be included on the assessment (value in points).

5. The types of performance the student will have to demonstrate (the kinds of items on the test, the degree to which memory will be required).

6. How the assessment will be scored and graded.

7. The importance of the particular assessment result in relation to decisions about the student.

Communicating clearly to students what they will be tested on is a paramount importance if we want students to perform at their best. As we may all know, a favorite question from students is "will we be tested on this?" Effective teachers make it very clear to students which of the ideas presented in a lecture or found in the textbook will be included on the test. Some teachers will write key ideas from a lecture on the board or give them to students as a handout. Some provide the same type of tool for information in the text. This communicates to students exactly what they are responsible for on the test. Other teachers spend time in review, outlining key ideas to be covered on the test. Still others provide study sheets with sample questions. The goal in each case is to alert students to what is expected to them.

Some teachers believe that surprise quizzes motivate students. There is no evidence to support this point, but there is some evidence that students will do better if they know in advance about a test (Tyler & Chalmers, 1943). Students with special problems often benefit from knowing about an assessment well in advance. Test anxiety and fear are likely to diminish when a student can rationally plan a program of study for a forthcoming assessment (Mealey & Host, 1992).

Teach Assessment -Taking Skills

Students need more than information about what an assessment is. They need to learn how to take tests.

You may need to teach students the following minimum assessment –taking skills, perhaps through direct instruction in the classrooms (Ebel & Frisbie cited in Nitko, 2004):

1. Paying attention to oral and written directions and finding out the consequences of failing to follow them.

2. Asking how the assessment will be scored, how the individual tasks will be weighted into the total, and how many points will be deducted for wrong answers, misspellings, or poor grammar.

3. Writing their responses or marking answers neatly to avoid lowered scores because of poor penmanship or mismarked answers.

4. Studying throughout the course and in paced reviewing to reduce cramming and fatigue.

5. Using assessment time wisely so that all tasks are completed within the given time.

6. Using their partial knowledge and guessing appropriately.

7. Reflecting, outlining, and organizing answers to essays before writing; using an appropriate amount of time for each essay.

8. Checking the marks they make on the separate answer sheets to avoid mismatching or losing one's place when an item is omitted.

9. Reviewing their answers to the tasks and changing answers if they can make a better response.

Find Ways to Deal With Test Anxiety

There are at least three types of test-anxious students (Mealey and Host, 1992). Your ability to recognize these differences among students will help you to work with them so that they perform their best on the assessments. *First* are students who do not have good study skills and do not understand how the main ideas of the subject you are teaching are related and organized. These students become anxious about an upcoming evaluation because they have not learned well. *Second* are students who do have a good grasp of the material and good study skills but have fears of failure associated with assessment. *Third* are students who believe they have good study habits but who do not. They perform poorly on assessments and learn to be anxious about being assessed.

The following factors were shown to be related to test anxiety (Nitko, 2004) and may be under your control in classroom assessment situations:

1. When students perceive an assessment to be difficult, their test anxiety rises.

2. At-risk students have higher levels of test anxiety than passing students.

3. Students who teachers give them item-by-item feedback after the test have lower test anxiety than students who receive no feedback.

4. Tests whose items were arranged from easy to difficult raise test anxiety less than tests with other item arrangements.

5. More frequent testing of highly test-anxious students seems to improve their performance.

6. Highly test-anxious students are more easily distracted by auditory and visual activity than less test-anxious students.

7. Giving very test-anxious students instructions to concentrate their attention on the assessment tasks and not to let themselves be distracted from the tasks is more beneficial to their performance than simply reassuring them with "don't worry" or "you'll be fine" statements.

8. Students with low test-taking skills can lower their test anxiety with test wiseness training.

In addition, Mealey and Host (1992) suggested the following:

1. The teacher should not talk or interrupt while students are working on an assessment.

2. The teacher should review the material with the entire class before the assessment is given.

3. The teacher should not walk

around looking over students' shoulders while they are being assessed.

4. The teacher should convey a sense of confidence about students' performance on an upcoming assessment (and avoid such statements "This is going to be a difficult test")

Furthermore, Arends (1994) discussed the following ideas to find ways to deal with test anxiety. When confronted with a test, it is normal, and even beneficial, for students to be a little bit anxious. However, some students (often more than teachers suspect) experience a degree of test anxiety that prevents them from doing as well as they could. Effective teachers learn to recognize such students and help reduce anxiety in a number of ways. One way is to simply help students relax prior to a testing situation. Some teachers use humor and students get relieved from the tension the test poses. Other teachers use simple relaxation methods, such as a few moments for reflection or deep breathing. Sometimes anxious students lack the requisite test-taking skills. Setting aside periods of instruction to help students learn how to pace themselves, how to allocate time during a test, how to make an outline for an essay question prior to writing, or how to skip over objective questions for which they do not know the answers, has been shown to reduce test anxiety and to improve test performance.

Test Frequently

Some teachers will wait until the end of an instructional unit to test students' knowledge acquisition. It is better to test students frequently for two reasons (Arends, 1994). First, frequent tests pressure students to keep up with what they are learning and provide them with feedback on how they are doing. Second, frequent testing provides the teacher with feedback on how well students are doing on key instructional objectives and allows reteaching of ideas students are not learning.

Make Grading Procedures Explicit

Regardless of the approach (grading on a curve or grading to criterion) a teacher chooses to use in assigning grades, the exact procedures should be written down and should be communicated clearly to students and if required to their parents. Taking the mystery out of grading is one way to help students accomplish the work expected of them and is also a means of getting students to see the "fairness" of the grading system.

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Great Definitions.....

1. Life Insurance : A contract that keeps you poor all of your life so that you can die rich.
2. School : A place where papa pays and son plays.
3. Nurse : A person who wakes you up to give sleeping pills.
4. Marriage : It's an agreement in which a man loses his bachelor degree and a woman gains her masters.
5. Tears : The hydraulic force by which masculine willpower is defeated by feminine water-power.
6. Lecture: An art of transferring information from the notes of the Lecturer to the notes of the students without passing through 'the minds of either'.
7. Conference : The confusion of one man multiplied by the number present
8. Compromise : The art of dividing a cake in such a way that everybody believes he got the biggest piece.
9. Dictionary : A place where success comes before work.
10. Conference Room: A place where everybody talks, nobody listens and everybody disagrees later on.
11. Father: A banker provided by nature.
12. Boss: Someone who is early when you are late and late when you are early.
13. Politician: One who shakes your hand before elections and your confidence after.
14. Doctor: A person who kills your ills by pills, and kills you by bills.
15. Classic: Books, which people praise, but do not read.
16. Smile: A curve that can set a lot of things straight
17. Office: A place where you can relax after your strenuous home life.
18. Yawn: The only time some married men ever get to open their mouth.
19. Etc. : A sign to make others believe that you know more than you actually do.
20. Committee: Individuals who can do nothing individually and sit to decide that nothing can be done together.
21. Experience: The name men give to their mistakes.
22. Atom Bomb: An invention to end all inventions.
24. Philosopher: A fool who torments himself during life, to be wise after death.

(Source: an email from a friend)

Reflection

What is New about the New Higher Education Proclamation of 2009? A Comparative Perspective

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In Lieu of Introduction

Six years after the first Higher Education Proclamation in the country's educational history was issued in 2003, the Ethiopian government proclaimed the second higher education bill in Sept. 2009. The proclamation had gone through a variety of consultative processes before coming to this stage, though the question of how much it had benefited from this process remains mute.

A very voluminous treatise with 66 pages to its name, the new proclamation is in some ways an extension of the earlier one and in some other respects a significant departure in introducing new directions. Quite unfortunately, some sections of the proclamation appear to go backwards as compared to the 2003 bill as will be argued later. The discussion in this small paper is structured along these three lines of comparison and offers a personal reflection of the author on some major provisions chosen for closer scrutiny.

1. Areas where significant change has been introduced

There are some provisions included in the new higher education proclamation which were neither incorporated nor emphasized in the previous bill. Some of these provisions could be regarded as results of the need for addressing gaps identified within the sector after the issuance of the first proclamation. Others are hopefully included to provide the legal basis for an evolving higher education system that continues to address emerging issues and needs. One should expect that the new additions and improvements should be a catalyst for meaningful changes ahead, notwithstanding the fact that they await proper implementation by pertinent authorities which has not been always the case in our context.

Quality Enhancement and Internal Quality Audit

One major feature the new proclamation has added is the emphasis it has given to quality enhancement and internal quality audit. The earlier proclamation had no articles on the upkeep of quality and how this works in the context of what are in popular parlance known as

external and internal quality assurance systems, excepting those on pre- accreditation and accreditation mechanisms that were meant to exclusively apply on the private sector. The fact that the new provisions on quality enhancement and internal quality audit are to apply on both government and private institutions is another new dimension that has been introduced through the new proclamation.

In a significant departure from the earlier one, the new proclamation lays an emphasis on the creation of an internal quality assurance system within institutions. The earlier systems of pre-accreditation and accreditation were part of the external quality control scheme the government introduced in 2003. Accordingly, the need for an institutional quality enhancement scheme, and the duties and responsibilities of institutions in quality enhancement were not properly outlined. The proclamation establishes that an institution should have an internal quality enhancement scheme that is expected to improve continuously (Article 22.1). The internal regulations of

institutions should also include provisions for such internal systems (Article 22.4), with the system required to pervade all lines of institutional work and embody clear and comprehensive measures of quality with a significant space for student involvement (Articles 22.2 and 22.3).

Though an emphasis is laid on the internal system, external authorities like the MoE and the Agency are also given the role of further influencing institutional quality through the establishment of a national quality assurance framework that operates on the basis of identifying core learning outcomes or graduate competencies (Articles 22.7). What is obtained both from internal assessment and external quality assurance through HERQA is supposed to inform institutional changes. Where there are recommendations made by the Ministry and/or the Agency, institutions must comply with these requirements (Article 22.5). Concerning the public sector, the Ministry has a special leverage in enforcing institutional quality through the strategic plan agreement it shall sign with each public

university.

Accountability of Public Institutions

The new proclamation goes a long way towards heightening the accountability of public institutions. Although the Ministry previously had a similar practice of supervising the performance of public universities, the new proclamation demands this to be effected through a strategic plan agreement that each public university should prepare for a period of five years. This plan contains the overall plans of the institution, block grant budget commitments, income generation scheme, contingency plan, and mechanisms of accounting, evaluation and reporting (Articles 65.1 and 65.2) and must be in line with the wishes and aspirations of the Ministry of Education (MoE). Every public institution is also expected to produce, based on its strategic plan, annual performance and audited financial reports and publish the educational and expenditure data for the fiscal year (Article 68.1) subject to the supervision of the Ministry to ensure its compliance with the law and strategic plan agreements.

Perhaps as part of the accountability scheme, the new requirements of Proclamation 2009 emphasize the need for more transparency on the part of higher education institutions (HEIs). Accordingly, HEIs are required to establish an organized system of information, an annual publication of financial and educational data and an obligation to cooperate with anyone who seeks information from them. If pursued vigorously, this will surely put on a new pedestal the hitherto seemingly limited accountability that is specially prevalent in the public sector.

Block Grant

One of the major achievements of the new proclamation could be the provisions on block grant that is planned to be introduced in the public higher education sector. The need for a different financial system has for too long been a point of discussion in the public sector as a move away from the existing line item budgeting which has been regarded as very restrictive and unhelpful considering the flexibility public institutions

needed in respect of the rapid higher education expansion that demands more autonomy and flexibility. Article 62 makes such provision and states that block grant will be given to public institutions on the basis of strategic plan agreements they have made with the Federal or Regional government/s.

Tenure and Extension of Retirement Age for Academic Staff

The new proclamation has introduced for the first time the practice of tenure in the Ethiopian higher education sector. Until lately, members of academia in Ethiopia were not treated differently from the way civil servants are concerning their pension and contractual employment. In addition to introducing the tenure system, the basis for the system is now identified as the meritorious continuous service and outstanding scholarly teaching and/or research or institutional leadership exhibited by individual candidates. Introduced as an incentive to such service (cf. Article 33.1), this right can only be waived if the faculty commits a serious breach of discipline as stipulated in senate statutes. The proclamation also establishes

the legal basis for extending the retirement age of an academic staff (with an academic qualification of Masters or above) for two consecutive terms of three years each (Article 33.4).

Appeal System

The earlier proclamation had no provision for appeal if private institutions felt that they need to contest the Higher Education Relevance and Quality Agency (HERQA) concerning its decision on accreditation requests. Institutions that failed to secure accreditation permits were simply required to apply again. This gap was addressed through the appeal procedures later developed by HERQA permitting institutions to appeal to the Director of the Agency. HERQA should be commended for having identified the gap earlier and for being pro-active in developing regulations, though both the decision to accredit and the appeal remained within the Agency itself. This cast a doubt on whether the appeal might be addressed in a neutral fashion. The gap is now

bridged through the formal appeal procedures established by the new proclamation that stipulates that an appeal should be made to the Ministry if the applicant has reservation towards the decision of the Agency. The Ministry then establishes an appeal committee that would look into the matter where the applicant will also be granted the chance to get heard before final decision is made.

Government Subsidy to Private Institutions

The new proclamation has added for the first time the possibility of granting government subsidy to private institutions. The unfortunate part of this provision is that the subsidy will be provided only to non-profit private institutions. These type of institutions are a rarity in Ethiopia, and the possibility of having them in the future is also remote as the grounds for their establishment are not that fertile in our context. Although a good start by any count, how much this provision may respond to the existing cry for assistance from the private sector is not clear. Nor is clear the choice for assisting institutions that do not exist while there are many that have been craving for a similar support for not less than a decade now.

Establishment of a New Public Institution

As per the 2003 proclamation regions were given the mandate to run and supervise programs offered up to the level of a diploma only. The authority to open, run and control institutions offering undergraduate programs and above resided with the Federal Government. The new proclamation has given the regions additional authority for running degree level programs if they wish to do so. Article 5.2 gives such mandate to state governments which can open degree level programs provided that the state law complies with the requirements of the new proclamation and other federal minimum quality standards.

University-Industry Relations

Another area that has assumed a relative importance in the new proclamation is the emphasis that institutions should give to university-industry relations. As stipulated in Article 26, a university is expected to put at the service of the wider community the knowledge and skills that have hither to been restricted within academic communities.

2. Provisions Indicating an Extension of Earlier Practices

The new proclamation embodies a variety of provisions that may be regarded as an extension of earlier practices.

University Governance

The Higher Education Proclamation of 2003 identified three major lines of authority in the running of a public university: the Board which acts as the head of the general administration of the public institution and is accountable to the Ministry or to the appropriate organ of the Regional Government; the Senate which is accountable to the head of the institution; and university presidents who are considered as CEOs of the institution. The new proclamation has extended the previous governance structure in public institutions by establishing additional bodies entrusted with a variety of responsibilities.

One may be tempted to ask whether there is a real need for more bureaucratic arrangements, but the new proclamation adds two high level bodies in addition to the earlier three whose role has also assumed some changes. In the new proclamation the Board is identified as the 'supreme governing body of the institution' but its accountability is not clearly defined excepting a provision that states that the Chairperson of the Board shall be designated by the Ministry of Education (Cf Article 36.1). The Senate in the new Proclamation is given the role of being "the leading body of the institution for academic matters" (Article 49). The president still maintains the position of being the CEO of the University.

The two new bodies included in the governance structure are identified as managing council and university council both of which assume an advisory role. The Managing Council which is chaired by the President is constituted of vice presidents, the officer for student affairs, and others appointed by the president. It is given the authority to advise the president on strategic issues and on other cases that the president believes require collective information as well as serve as a forum for monitoring, coordination, and evaluation of institutional operations (Article 56.2). The University Council is again chaired by the president and comprises the core members of the managing council, all deans, directors, members of the Senate standing committee, the chief librarian, the registrar, other key academic officers, service department heads, and an appropriate number of academic staff and student representatives with appropriate gender mix (Article 57.1). It offers advice to the president on institutional plans, budget, organizational structures, academic programs, agreements of cooperation, and on division, merger and closure of academic units as well as on performance (Article 57.2).

National Standard for Teaching and Research

Among an extension of the roles and responsibilities given to academic staff, the new proclamation stipulates that there shall be national standard for research and teaching load (Article 30.5).

However, how much this will be able to differentiate institutions with different size, objectives and values is not clear. The Ministry has also taken the mandate to issue the minimum academic staff ratios with regard to educational qualifications and professional ranks which shall be complied with by every institution (Article 30.6).

Teaching- Learning, Assessment of Students and Student Support Schemes

The new proclamation has laid more emphasis on institutionally established and defined systems for teaching and learning, student support, student and assessment which was never the case in the previous proclamation.

The new focus on assessment may be an indication of the level of attention this area has received at the higher level and especially of government's decision not to leave it to the discretion of individual institutions. The proclamation dictates that "there shall be institutionally recognized and well-defined student assessment and examination methods and systems at

academic unit levels to which any academic staff shall adhere, and have been made known to students" (Article 41.5). Institutions are expected to have adequate structures and rules and procedures pertinent to this issue including rooms for complaints which should be indicated in senate statutes (41.6 and 41.10, 41.7). This will hopefully improve the accountability of institutions and the academic community by subjecting them to rules and regulations than to the whims of individual instructors.

Quite different from the earlier proclamation, the new bill also offers an emphasis to academic counseling and guidance. With provisions exclusively dedicated to the issue, it sets the need for informing students on courses, advising on their studies and offering academic support and follow up as needed. Although this must have been practiced by many HEIs before, it has never been made mandatory as prescribed in the new proclamation (Articles 23.1, 23.2, 23.3).

Institutional Nomenclature

It was the 2003 proclamation that established the requirements for the status of a university. The requirements demanded that there must be some experience for an institution before it assumed the status of a university. The new proclamation maintains the old criteria but has also created the possibility for any new institution to assume the name of a university provided that "it is conceived as such and its resource provisions are well as its institutional plans and vision are such that it can, in the judgment of the Ministry, fulfill the requirements of the Ministry in an acceptable manner" (Article 11.2).

In addition to this, Article 12.3 establishes that a purely distance education and/or a dual mode institution might assume the status after the Ministry has made an investigation or on the basis of an international practice. This is a significant move from the earlier provisions which were highly restrictive and prohibitive as related to private institutions.

Accreditation of Private Institutions

The accreditation rules and regulations previously institutionalized have assumed some changes after the enactment of the new Proclamation. To begin with, the pre-accreditation practice introduced in the Higher Education Proclamation of 2003 has been abolished. In its place institutions will be directly applying for accreditation which, unlike the previous years, will be uniformly required for establishing, upgrading or modifying private institutions. Although this scheme could be considered as an improvement from the earlier bureaucratic procedure of passing through two steps, it is not clear how much it addresses the earlier fear of having unscrupulous private providers that might unleash damage to the public if they get recognitions immediately after applying for accreditation. The time that the Agency should take to issue the accreditation permit is also deliberately left open in the new proclamation through the use of the phrase 'a reasonable time period'.

The new regulations also stipulate that institutions that receive the accreditation permit shall be required to request for renewal of the same after three years. The

renewal process is quite different from the earlier practice. The re-accreditation period has been extended from the earlier three years to five in the new proclamation (Article 77.2). This in a way is an improvement considering the burden the three year renewal period had both on institutions and HERQA itself.

3. Provisions indicative of Regressive Tendencies

Notwithstanding the fact that the higher education Proclamation of 2009 has introduced new elements that would further strengthen the gains of the sector, one can not claim it to be devoid of short comings that could have been easily avoided. A few examples can be adduced in support of this claim.

Government Support to Private Institutions

The 2003 proclamation had relevant provisions related to the support that could be accorded to the private sector. The provision of land and other possible assistance were clearly stated by way of acknowledging the support needed for the private sector. These provisions have now been totally removed or watered down in the new proclamation. Considering the

expectations and demands of the private sector for more than a decade, this can be considered as a serious failure of the new proclamation which was expected to augment but not reduce the momentum gained through the 2003 proclamation.

Joint Appointment of Staff

In a significant departure from earlier practices, the 2003 proclamation had provisions that allowed joint appointment between/among any type of higher education institution. The proclamation was also regarded as the first attempt to recognize the scarcity of faculty in the sector and address this through a formal and legal mechanism. This provision which was hailed as one of the major achievements of the previous proclamation has now been substituted with an article that narrowly defines who would be allowed for joint appointment. Article 34 of the new proclamation states that the need for such an arrangement is established only when an institution has the challenge of ensuring the relevance and quality of education as well as meeting the demand for academic staff. Although this need is certainly there and

highly pronounced in the private sector, the new provisions bar an academic staff of a public institution or a government employee to be jointly appointed in a private institution (Article 34.5). The kind of staff that would be allowed for joint appointment is also restricted to those with Masters degree and above and to professionals with high degree of relevant expertise from industry, business, research establishments and other organizations (Article 34.1). Notwithstanding the unnecessary restrictions laid, the requirements of the proclamation are untenable especially in some specialization areas and regions where the lack of manpower is highly observable.

Admission Requirement for Adult Learners

In the 2003 proclamation the admission requirement for adult learners was clearly laid out for the first time and the mandate was given to individual institutions to design their own admission criteria: 'special admission procedures, to be issued pursuant to the regulations of the institution, may be set for adults and experienced students'. The new proclamation reserves this right only to public

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institutions putting restriction on their private counter parts. Private institutions are allowed to apply such rules if and only when the Ministry wishes to extend the provision to the sector (Article 39.5). Such double standard can only be explained by the distrust towards the sector than by anything else.

The Way Forward

Legislations usually embody the will of the state in the governance of higher education institutions. In Ethiopia, the Higher Education Proclamation of 2003 set the first practice in the history of the country in legalizing and setting the ground for the overall direction of the sector. The issuance in 2009 of the second proclamation must have created the hope of further strengthening what was set in the earlier proclamation. As indicated above, the new proclamation has meaningfully addressed some major areas that require the legal ground for further action and implementation. Although

there are areas of improvement which will respond to current trends and gaps on earlier practices, the new regulation cannot be said to have provided the expected results in every respect. A case in point is the lack of provisions that would allow the private sector to further strengthen its current position. Although Ethiopia may not afford to issue new proclamations now and then, mechanisms should be sought to address the gaps that seem to exist still after the second proclamation has been issued.

Another critical consideration to be made is how much what has been stipulated in the proclamation is implemented by pertinent authorities and individual institutions. The sector does not seem to have a successful experience in this regard. As noted by Teshome (2006) a significant percentage of people at academic institutions (including those at higher level) are sometimes unaware of the contents and/or the existence of such proclamations. Equally important is how much government authorities have been able to enforce the provisions that are supposed

to guide the sectoral engagement. For instance, although, as stipulated in the new proclamation, the block grant system was supposed to be introduced in public HEIs as of Sept 2010, no such implementation is in place yet. The same thing applies to the governance system at public institutions which in most cases still continue to follow their earlier systems and structures. The way forward thus demands not only encapsulating requirements and needs in the form of newly published bills but in ensuring that we attest to what has already been set to be done at a national level.

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A man who has never gone to school may steal from a freight car, but if he has a university education he may steal the whole railroad.

Attributed to Franklin D. Roosevelt (1882 - 1945)

Motivation: Meaning, Characteristics, Theories, & Practices

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INTRODUCTION

One of the crucial factors in attaining success in an organization is its ability to motivate the employees involved in various operations, for employees' commitment to work is vitally important for the achievement of any organization. There are few managers and supervisors who over the last decades have not bemoaned the fact that their staff no longer seem to be motivated as they used to be. Certainly, the threat of dismissal, once so powerful a weapon, has lost much of its potency. Conversely, the payment of increased salaries seems to have only a limited and short term beneficial impact. In their bewilderment, managers seem to be turned more and more to the band of psychologists who preach that improving working conditions, raising salaries or shuffling tasks, will never bring about the required motivation, but such aspects as achievement, recognition or responsibility will.

Motivation is indispensably important in any job if people are to give their best to it. Assuming that employees are given opportunity for good performance and have the necessary skills, nevertheless, their effectiveness in a great magnitude depends on their motivation. People are undoubtedly the most critical resource and no matter what the degree of sophistication we pour into our technology, we still depend on the "human factor". Thus, managers are required to give due attention to the motivation of their work force so that they can bring about the desired results in their organizations.

It is the job of work group/team leaders or managers to motivate their teams. It is they who are best placed to create the correct environment in which people will 'grow' and give off their best to their work. Though it is essential to recognize that certain factors are often outside their span of control or influence, e.g. pay, status, terms and conditions of employment, etc., practical experience has shown that they can provide recognition, responsibility and work which is challenging, all of these have proved to be among the greatest motivating factors.
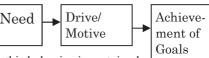
MEANING OF MOTIVATION

The word motivation comes from the Latin word movere, which means to move. Motivation is enforcing an inspiration process which impels the members of the team, to pull their weight effectively to give their loyalty to the group, to carry out properly the tasks that they have accepted and generally to play an effective part in the job that the group has undertaken. It is the process of indoctrinating employees with unity of purpose and the need to maintain harmonious relationship among people.

Motivation comprises the following three common characteristics:

A. It is concerned with what activates human behavior.
B. It is also concerned with what directs this behavior toward a particular goal.
C. The third characteristic is that motivation is concerned with how this behavior is sustained.

Need → Drive/ Motive → Achievement of Goals

Motivation is usually analyzed using the following causative sequence:

In motivation, needs produce motives, which lead to accomplishment of goals.

Needs: are usually caused by deficiencies which can be either physical or psychological. For example, a physical need may arise when an individual goes without sleep for 48 hours; a psychological need on the other hand may appear when an individual is left without friends or companions.

Motive: is an inner force within an individual that drives him toward goal oriented action. It activates or motivates a person to act or behave in a certain manner. For example, lack of sleep (the need) activates physical changes to take place in the individual.

THEORIES OF MOTIVATION

The process of motivation usually follows a decision-making and/ or problem solving approach. The following are the common steps followed in the motivation process:

i. Identification of the basic necessity for motivation

ii. Identification of possible methods of motivation

iii. Selection of the best motivating tool

iv. Making follow-up and evaluate the result(s)

Several theories and models have been developed to explain what factors prompt an individual to work. Some experts assume a direct relationship between effort and reward. They are of the view that every individual seeks to maximize his/her self interest. S/he is primarily motivated by economic incentives. Other experts refute this assumption of economic person. They believe that an individual is motivated by social needs like love, affection, sense of belongingness, etc. Some experts visualize self actualization model under which job satisfaction and feeling of achievement are considered to be motivating factors.

The commonly known theories of motivation are broadly classified into three categories:

i. Theories based on human needs (Theories of Maslow, Herzberg and McClelland).

ii. Theories based on human nature (Theories of McGregor, Urwick and Argyris).

iii. Theories based on expectancy of human beings (Theories of Vroom and Porter and Lawler).

These theories are discussed, in brief, next.
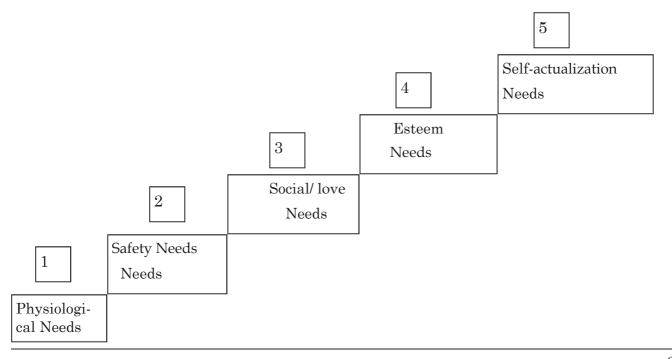
Maslow's Hierarchy of Needs

Maslow tried to provide an explanation about motivation by classifying human needs in hierarchy and the theory of human motivation that links these needs to general behavior.

The basic concepts of Maslow's motivation theory include the following:

• **Needs form hierarchy:** Lower level needs must at least be partly satisfied before higher level needs emerge.

• **Higher level needs can be satisfied in many more ways than can be lower level needs.**

• **A satisfied need is not a motivator:** If lower level need is satisfied a higher level need emerges.

• **People seek growth:** People want to move up the hierarchy of needs.

Maslow's hierarchy of needs can be demonstrated as follows:

Brief explanation of these Hierarchically arranged Needs is given below:

1. **Physiological needs:** They are biological needs required to preserve human life, e.g. food, water, clothing air, rest, shelter etc. These are the most primary and basic needs and must be satisfied before all other needs.

2. **Safety needs**: They include protection from physiological dangers (fire, accident), job or economic security (benefits, health, insurance), smooth working atmosphere, etc. These needs imply the need for self-preservation and economic independence. An organization can satisfy these needs through pension plan, guarantee of job, medical scheme, insurance plan, etc.

3. **Social / love needs**: People want to belong, to associate, to gain acceptance from associates, to give and receive friendship and affection. Since a human being is a social animal s/he wants association, belongingness, friendship, love and affection. People form informal groups to seek meaningful associations and companionship.

4. **Esteem or ego needs**: These include, among others, self-confidence, achievement, self-respect, independence, power, prestige, achievement, praise and status.

5. **Self-actualization needs** – These include the needs for realizing one's potentialities for continued self-development, for being creative in the broadest sense of the term.

   Self-fulfilling people are rare individuals who are close to living up to their full potential with high achievement. Self-actualization is thus the desire to become what one is capable of becoming somebody at the peak of the long awaited achievement. A musician must make music, a poet must compose poems, a general must win battles, an artist must paint, a teacher must teach. What an individual can be, s/he must be. Self actualization involves self fulfillment or achieving what one considers to be his/her mission in life. It urges an individual to realize his/her full potential for continued self development and for being creative in the broadest sense of the word.

Maslow pointed out that the first three categories (physiological, safety and social needs) are lower level needs. The remaining two (ego and self-actualization needs) are higher order needs. They arise in certain order of preference and not randomly. Safety needs do not dominate behavior until physiological needs are satisfied and so on. He says that "needs have a definite sequence of priority. If one need is satisfied, another takes over its place, since a human being is a "wanting animal". According to this theory once a need is satisfied it ceases to be a motivating factor.

Critical Evaluation of the Theory

Maslow's motivation is not free from criticism. The criticisms given by different social scientists include the following:

The needs may or may not follow a definite hierarchical order. So to say, there may be overlapping in need hierarchy. For example, even if safety need is not satisfied, the social need may emerge. The need priority model may not apply at all times in all places.

Researchers show that human being's behavior at any time is mostly guided by multiplicity of behavior. Hence, Maslow's pre-position that one need is satisfied at one time is also doubtful in validity.

In case of some people, the level of motivation may be permanently lower. For example, a person suffering from chronic unemployment may remain satisfied for the rest of his/her life if only s/he can get enough food.

Notwithstanding, Maslow's need hierarchy theory has received wide recognition, particularly among practicing managers. This can be attributed to the theory's intuitive logic and easy to understand. One researcher came to the conclusion that theories are intuitively strong & die hard.

Herzberg's Motivation Hygiene Theory

The Psychologist Frederick Herzberg extended the work of Maslow and proposed a new motivation theory popularly known as Herzberg's motivation hygiene (Two factor) theory. Herzberg conducted widely reported motivational study on 200 accountants and engineers employed by different firms. He asked these people to describe two important incidents at their jobs:

i. When did you feel particularly good about your job?

ii. When did you feel exceptionally bad about your job?

He used the critical incident method of obtaining data. The responses when analyzed were found quite interesting and fairly consistent. The replies respondents gave when they

felt good about their jobs were significantly different from the replies given when they felt bad. Reported good feelings were generally associated with job satisfaction whereas bad feelings with job dissatisfaction. Herzberg labeled the job satisfiers – motivators, and he called job dissatisfiers -hygiene or maintenance factors. Taken together, the motivators and hygiene factors have become known as 'Hertzberg's two factor theory of motivation'.

According to Herzberg, the opposite of satisfaction is not dissatisfaction. The underlying reason, he says, is that removal of dissatisfying characteristics from a job does not necessarily make the job satisfying. He believes in the existence of a dual continuum. The opposite of 'satisfaction' is 'no satisfaction' and the opposite of 'dissatisfaction' is 'no dissatisfaction'

According to Herzberg's motivation theory, today's motivators are tomorrow's hygiene because the latter stop influencing the behavior of persons when they get them. Accordingly, one's hygiene may be the motivator of another. However, Herzberg's model is labeled with the following criticism:

i. People generally tend to take credit themselves when things go well. They blame failure on the external environment.

ii. The theory basically explains job satisfaction not motivation.

iii. Even job satisfaction is not measured on an overall basis. It is not unlikely that a person may dislike part of his/her job, still thinks the job is acceptable.

iv. This theory neglects situational variables to motivate an individual.

Regardless of criticisms, Herzberg's two factors motivation theory has been widely read. The main use of his recommendations lies in planning and controlling employees' work.

McClelland's Need Theory

Another well known need based theory of motivation, as opposed to hierarchy of needs or satisfaction-dissatisfaction, is the theory developed by McClelland and his associates. McClelland's need theory is closely associated with learning theory, because he believed that needs are learned or acquired by the kinds of events people experienced in their environment and culture. He found that people who acquire a particular need behave differently from those who do not have. His theory focuses on Murray's three needs: **Achievement, Power** and **Affiliation.**

1. Need for Achievement: This is the drive to excel, to achieve in relation to a set of standards, and to strive to succeed. In other words, need for achievement is a behavior directed towards competition with a standard of excellence. McClelland found that people with a high need for achievement perform better than those with a moderate or low need for achievement, and noted regional/ national differences in achievement motivation. Through his research, McClelland identified the following three characteristics of high-need achievers:

High-need achievers have a strong desire to assume personal responsibility for performing a task or find a solution to a problem.

High-need achievers tend to set moderately difficult goals and take calculated risks.

High-need achievers have a strong desire for performance feedback.

2. Need for Power: The need for power is concerned with making an impact on others, the desire to influence others, the urge to change people who like to be in control of people and events. This results in ultimate satisfaction to people. People who have a high need for power are characterized by:

• a desire to influence and direct somebody else;
• a desire to exercise control over somebody else; and
• a concern for maintaining leader-follower relations.

3. Need for Affiliation: The need for affiliation is defined as a desire to establish and maintain friendly and warm relations with other people. The need for affiliation, in many ways, is similar to Maslow's social needs. The people with high need for affiliation have the following characteristics:

i. They have a strong desire for acceptance and approval from others.

ii. They tend to conform to the wishes of those people whose friendship and companionship they value.

Iii. They value the feelings of others.

McGregor's Participation Theory (Theory X and Theory Y)

Douglas McGregor of the USA has developed a theory of motivation. He has formulated two sets of assumptions regarding human behavior, which are known as theory 'X' and theory 'Y'. These theories are briefly discussed below:

Theory X: McGregor has described the first set of assumptions 'Theory X", the traditional theory. It represents a conventional approach to motivation and makes negative assumptions about people. Theory 'X' is based on the following assumptions about human behavior:

1. People are by nature indolent; that is why they like to work as little as possible.

2. People lack ambition, dislike responsibility, and prefer to be directed by others.

3. People are inherently self centered and indifferent to organizational needs and goals.

4. People are generally gullible and not very sharp and bright.

These assumptions lead to hard approach consisting of close supervision, centralized structure, autocratic leadership and tight controls. Managers subscribing to these views about human nature put forth three propositions:

1. Management is responsible for organizing the elements of productive enterprise-money, materials equipment; people-in the interest of economic needs.

2. With respect to people, management involves directing their efforts, motivating them, controlling their actions and modifying their behavior to fit the needs of the organization.

3. Without active intervention by management, people would be passive - event resistant to organizational needs. They must therefore be persuaded, rewarded, punished and controlled to get them to put forth their efforts towards the achievement of organizational goals.

Theory Y: McGregor points out that theory 'X' assumptions are not true representation of human nature and the approach based on such assumptions fails to satisfy the higher level needs of people. He has propounded 'Theory Y' which he believes better represents human behavior. Theory 'Y' is based on the following assumptions:

1. People are not by nature passive or resistant to organizational goals.

2. They want to assume responsibility.

3. They want their organization to succeed.

4. People are capable of directing their own behavior.

5. They have need for achievement.

Theory Y assumptions suggest a new approach to management characterized by:

A. democratic leadership;

B. participation in decision making;

C. self control;

D. management by objectives;

E. job enrichment;

F. decentralization; and

G. employees should be treated as mature, responsible and self motivated individuals.

Recent research undertakings in the behavioral sciences reveal that, Theory 'Y' assumptions may be more valid than those of Theory 'X.' However, an amalgamation of both the theories may be more effective in practice than either of the two alone. The central principles which derive from Theory 'Y' is that of integration, the creation of conditions such that members of the organization can achieve their own goals best by directing their efforts towards the success of the enterprise. The goals of individual employees should be so integrated with organizational goals so that that job becomes the means by which employees can achieve self control, sense of achievement and competence.

Argyris's Theory

Argyris has developed his motivation theory based on proposition how management practices affect the individual behavior and growth. In his view, the seven changes taking place in an individual's personality make him/her a mature one. In other words, the personality of an individual develops from immaturity to maturity. Argyris views that immaturity exists in

individuals mainly because of organizational setting and management practices such as task specialization, chain of command, unity of direction and span of management. In order to make individuals grow mature, he proposes gradual shift from the existing pyramidal organization structure to humanistic system, from existing management system to the more flexible and participative management. He states that such situation will satisfy not only their physiological and safety needs, but also will motivate them to be ready to make more use of their potential in accomplishing organizational goals.

Vroom's Expectancy Theory
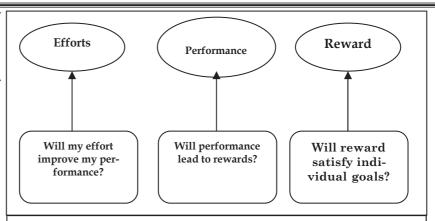
One of the most widely accepted explanations of motivation offered by Victor Vroom is his Expectancy Theory. It is a cognitive process theory of motivation. The theory is founded on the basic notions that *people will be motivated to exert a high level of effort when they believe there are relationships between the effort they put forth, the performance they achieve, and the outcomes/rewards they receive.*

The relationships between notions of efforts, performance and rewards are depicted in the figure illustrated below. Thus, the key constructs in the expectancy theory of motivation are:

Valence: Valence, according to Vroom, means the value or strength one places on particular outcome or reward.

Expectancy: It relates efforts to performance.

I n s t r u m e n t a l i t y : By instrumentality, Vroom means, the belief that performance is related to rewards.

Vroom's Expectancy Theory of Motivation

Vroom's motivation can also be expressed in the form of an equation as follows:

Motivation= Valence x Expectancy x Instrumentality

Being the model of multiplicative in nature, all the three variables must have high positive values to imply motivated performance choice. If any one of the variables approaches to Zero level, the possibility of the highly motivated performance could also touch zero level.

However, Vroom's expectancy theory has to face certain critics some of whom are the following:

1. Critics like Porter and Lawler labeled it as a theory of cognitive hedonism which proposes that an individual cognitively chooses the course of action that leads to the greatest degree of pleasure or the smallest degree of pain.

2. The assumption that people are rational and calculating makes the theory idealistic.

3. The expectancy theory does not describe individual and situational differences.

But the valence or value of people on various rewards varies. For example, one employee prefers salary to benefits, whereas another person may go opposite to this preference. The valence for the same reward as well varies from situation to situation.

In spite of critics like these ones, the greatest point in the expectancy theory is that it explains why a significant segment of work force exerts low levels of efforts in carrying out job responsibilities.

Porter and Lawler's Expectancy Theory

Porter and Lawler's theory is an improvement over Vroom's expectancy theory. They speculate that motivation does not bring about equal satisfaction or performance among employees. The model

suggested by them encounters some of the simplistic traditional assumptions made about the positive relationship between satisfaction and performance. They proposed a multi-variate model to explain the complex relationship that exists between satisfaction and performance. What is the main point in Porter and Lawler's model is that effort or motivation does not lead directly to performance. It is, in fact, mediated by abilities and traits and by role perceptions. Ultimately, performance leads to satisfaction.

probability.

Performance: One's effort leads to his/her performance. Both may or may not be equal. However, the amount of performance is determined by the amount of labor and the ability and role perception of the employee. Thus, if an employee possesses less ability and/or makes wrong perception, his/her performance may be low in spite of his putting in great efforts.
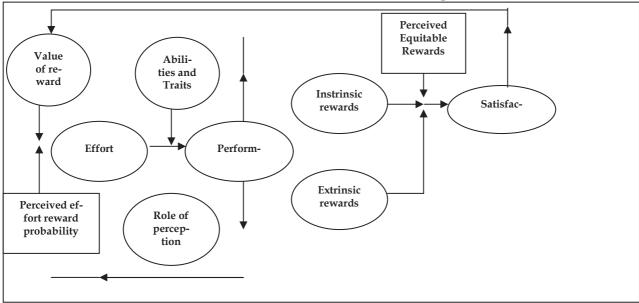
Satisfaction: Performance leads to satisfaction. The level of satisfaction depends upon the amount of rewards

rewards (such as working conditions and status). However, the intrinsic rewards are much more likely to produce attitudes about satisfactions that are related to performance.

In addition, the perceived rewards vitally affect the performance-satisfaction relationship. They reflect the fair level of rewards that the individual feels should be given for a given level of performance.

Implications of the Theory

Based on the result of the study, Porter and Lawler pointed out that **"those**

The main elements of the model are briefly discussed below:

Effort: Effort refers to the amount of energy an employee exerts on a given task. How much effort an employee puts in a task is determined by two factors which are

(a) value of reward and (b) perception of effort = reward

achieved. If the amount of actual rewards meet or exceed perceived equitable rewards, the employee will feel satisfied. On the contrary, if actual rewards fall short of perceived ones, s/he will be dissatisfied.

Rewards: Performance is seen as leading to intrinsic rewards (such as sense of accomplishment and actualization) and extrinsic

variables presumed to affect performance turned out to show relations to performance, and those variables presumed to result from performance also typically were related to performance." The model suggests that managers should carefully assess their reward structures and

through careful planning and clear definition of role requirements, the effort-performance-reward-satisfaction system should be integrated into an entire system of managing.

SIGNS AND PRACTICAL STEPS IN MOTIVATION

The attitudes and behavior of employees very often reflect motivation or the lack of it. The following are some examples of the signs of motivation:

✦ high performance and results being consistently achieved;

✦ the energy, enthusiasm and determination to succeed;

✦ unstinting co-operation in overcoming problems;

✦ the willingness of individuals to accept responsibility; and

✦ willingness to accommodate any necessary change(s).

Conversely, employees who are de-motivated or who lack proper motivation often display:

✦ apathy and indifference to the job;

✦ a poor record of time-keeping and high absenteeism;

✦ an exaggeration of effects/difficulties encountered in problems, disputes and grievances;

✦ a lack of co-operation in dealing with problems or difficulties;

✦ unjustified resistance to change; etc.

It has been said that there are four kinds of people in the world. These are:

1. people who watch things happen;

2. people to whom things happen;

3. people who do not know what is happening; and

4. people who make things happen.

If managers are to be the ones who make things happen through other people, they must be aware of how they can get people to work willingly and well to increase people's satisfaction in their job in order to maintain or achieve the organization's efficiency.

Every manager must then follow the following steps in motivation:

1.**Make Subordinates Feel Valued:** A manager or supervisor can make subordinates feel valued by:

1. regularly monitoring the subordinate's work;

2. sharing an interest in subordinates' lives and in whatever they hold important;

3. creating an atmosphere of approval and cooperation;

4. ensuring every subordinate understands the importance of his or her contribution to the team's (department's or organization's) objectives; and

5. by ensuring every subordinate understands the functions and philosophy of the organization and why work matters.

2. Provide Opportunities for Development: Managers/supervisors can provide their subordinates with opportunities for development by:

1. setting standards and targets for all subordinates;

2. providing on and off the job training and scholarships;

3. arranging any necessary internal and external contracts;

4. using subordinates to train others in the specialist skills they may have; and

5. by structuring or grouping tasks to use the subordinates' skills or gifts to the fullest.

3. Recognize achievements: Recognition of achievements is an essential factor of motivating subordinates. Managers are therefore expected to recognize their subordinates' achievements by:

1. praising and communicating individual successes;

2. reporting regularly on the teams' progress;

3. conducting regular meetings to monitor and counsel on an individual progress towards targets; and

4. by explaining the organization's results and achievements.

4. Provide a challenge: Managers can enhance the motivation of their subordinates by providing challenges in the work environment. This could be by:

1. setting and communicating the team's (department's/ organization's) objectives;

2. providing scope for individuals to take greater responsibility; and

3. by encouraging ideas, and where practiced, by allowing subordinates the responsibility for implementing them.

APPROACHES OF MOTIVATION

The approaches or the basic principles of motivation can be categorized into two, namely, 'Carrot and Stick approach of motivation' and 'motivation through good leadership'. Brief explanation of these principles is given below:

1. Carrot and Stick approach of motivation

Carrot and stick approach of motivation is based on the 'principles of reinforcement'. The carrot and stick approach of motivation comes from the old story that the best way to make a donkey move is to put a carrot out in front of him or bang him with a stick from behind. The carrot is the reward for moving and stick is the punishment for not moving. The carrot and stick approach of motivation thus takes the same connotation here. In motivating people for behavior that is desirable, some carrots, rewards, as money, promotion, and other financial and non-financial factors, are used; some sticks/punishments are used to push the people for desired behavior or to refrain from undesired behavior. The punishment may be defined as presenting an aversive or noxious consequence contingent upon a response.

Though in various theories of motivation, the terms carrot and stick are avoided, these still form the basis of motivation if administered properly. The organization requires certain controls and influences over its external and internal environment.

The role of carrots has been adequately explained by various theories of motivation when these analyze what people want to get from their performance, that is, the positive aspect of behavior and its rewards. Such rewards may be both financial and non-financial. The stick also pushes people to engage in positive behavior or overcoming negative behavior, through its role is not as forceful as the role of carrot in getting positive behavior in most of the cases. The basic reason for this phenomenon is that stick is not controlled by the organization alone but many other forces also come in the picture. In order to make the stick more effective, the following points should be taken into consideration when using it:

1. Punishment is effective in modifying the behavior if it forces the person to select a desirable alternative behavior that makes him/her a candidate for any reward.

2. Punishment is more effective if applied at the time when the undesirable behavior is actually performed.

3. Punishment must be administered with extreme care so that it does not become reward for undesirable behavior. A punishment, from one point of view, may become a reward for the person concerned.

The mixture of both carrot and stick should be used judiciously so that both have positive effects on the motivational profile of the people in the organization.

2. Motivation through Good Leadership

The effective manager must consider three inter-related aspects of leadership:

- **The Task**: How s/he can get the job done;
- **The Individual:** What contribution can each employee make in pursuit of their goal, and how will s/he be affected; and
- **The Group:** How s/he can build and sustain a co-operative team.

With regard to the '**Task,**' the manager should:

- tell people the reasons for doing the job; and
- give each person something to aim, for a target, which will ensure the successful outcome of the job.

With regard to the '**Individual,**' the manager should:

- know and understand each person's needs (the key). The needs may include money, security, status and teamwork;
- know how to approach each one;
- try to remove dissatisfaction;
- give each person the opportunity to achieve;
- show sincere appreciation;
- see that they have the right tools;
- give staff credit for initiative and intelligence;
- consult;
- listen to suggestions;
- see that each employee is fairly paid;
- set a good example; and
- require high standards.
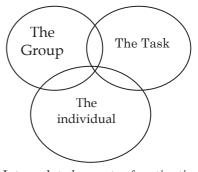
With regard to the '**Group'** or team, a manager should:

- emphasize the common interest shared by the team and the organization; make **work** the group's objective;
- look after the group - both collectively and individually; and
- help to create and maintain a pride in the organization.

The inter-relationship of the three aspects of leadership can be illustrated as shown in the figure below:

Inter-related aspects of motivation

The three circles add up to a single statement, "We will work better if we are being treated like responsible people whilst we get on with it, and if we know that we are playing an important role in a successful team."

ESSENTIALS OF A SOUND MOTIVATIONAL SYSTEM

A sound system of motivation is expected to fulfill the following requirements:

i. *Productive:* The motivation system should not only satisfy the individual needs of employees but it should also serve the interests of the organization. This is possible when the motivational system reflects the objectives and philosophy of the organization.

ii. *Simple:* The system should be simple to understand by employees and easy to apply. Employees work towards the achievement of organizational goals only when they perceive a direct relationship between effort and reward.

iii. *Competitive:* The cost of the system should be reasonable and there should be adequate attraction for employees to remain in the organization. The system should not be inferior to the one adopted by the competitors.

iv. *Comprehensive:* A sound motivational system must cater to the individual requirements of all employees and it should cover all types of activities. It is essential that a careful study of individual needs, degree of intensity and prospective consequences of satisfying or not satisfying them should be made and duly provided for in the motivational system. The system should consist of both financial and non-financial incentives.

v. *Flexible:* An effective motivational system must be flexible and not rigid. It should be capable of being adjusted easily and quickly to changes in the needs of employees. The incentives should be designed and applied according to the individual differences among employees. This calls for a continuous review and appraisal of the system.

Vi. Regular: The system should be a permanent feature of the organization. An ad-hoc system fails to provide adequate motivation in a continuing basis.

CONCLUSION

The performance of an individual depends on his/her ability backed by motivation. Whatever skill and competence a person may have, unless s/he has the desire to accomplish a given task s/he will not be performing to the required level. Thus, it is when employees develop both ability and desire to accomplish the given tasks that an organization can become successful. Therefore, managers need to give due attention to employee motivation. Motivated employees always look for better ways of doing jobs; they are quality oriented. Highly motivated employees are more productive than apathetic employees. They develop the decision to participate and produce. This implies that, to get the best from their employees, organizations need to have a sound motivation system. It is through motivation that they can exploit the skills and competencies of their workers and be productive.

Employees should feel that they are reasonably rewarded for the services they provide, so that they will be stable. Lack of motivation is likely to result in high rate of turnover. And high turnover implies significant reduction in skill and efficiency and reduces output for the organization. Replacing highly skilled and experienced workers is also costly. It involves time and facilities for recruitment and training. However, by adopting sound motivation system, organizations can significantly minimize the rate of turnover and create a stable working environment. Therefore, managers at all levels of the management echelon are required to identify the needs of their subordinates and try to address them. They should know what motivates their subordinates and accordingly design a motivation system that would enable them to fulfill the needs identified, and enhance the motivation of their subordinates. In summary, motivating employees is the prime responsibility of managers, and should be given due consideration. By and large, it goes without saying that motivation plays an important role in an organization's journey to success.

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Challenges in Implementing CLT in Ethiopian Higher Institutions of Learning

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The process of changing the existing teaching practice by new, student and learning - centered ways of teaching is underway in many institutions of higher learning in Ethiopia. Many have been offering trainings that equip teachers with the skills and knowledge to implement the change. A few notable moves in this regard are long and short term trainings being offered in areas of active learning, progressive assessment, action research, language improvement etc.

Communicative Language Teaching Approach, commonly known as CLT, is a widely acclaimed language teaching approach which is student and learning centered. Most language teachers and ELT scholars claim methods in tune with the approach to be effective in different language teaching contexts and with various learners. It is with such conviction of improving the quality of language instructions, that many private and public institutions of higher learning are training teachers to use CLT.

But what is Communicative Language Teaching? How can it be implemented in various contexts and with various learners? What are the

challenges institutions face in trying to implement CLT, especially in contexts where the traditional teacher – centered method has come to be accepted as the appropriate way of language teaching by faculty, students, and administration?

In this short article an attempt will be made to discuss the current literature on the questions raised. In addition, ways that help faculty to implement CLT will be indicated. It should be noted that suggested ways to effectively implement active learning methods also work with CLT as the latter is a sub-set of the former.

I. The Emergence of CLT

According to Richards & Rogers (2001), CLT came into the "scene of language teaching" because of the dissatisfaction with the Situational Language Teaching Method in Britain and the Audio-Lingual Method in the USA in the late 1960's. Both methods focused on helping learners to master the structures of the language being taught rather than enabling learners to communicate with the language in real settings. The main parameter of learning a Language in the methods, therefore, was mere mastery of structures rather than communicative competence

(McDonough& Shaw, 1993). Yet, mastery of language structures alone didn't result in ability to communicate with the language. This obvious deficiency observed among students prompted linguists and ELT scholars to doubt the validity of the method. Criticisms on the underlying assumptions of language and language learning in the above methods, therefore, began appearing in the arena of language teaching. This, among other factors, necessitated the emergence of a new approach that would better explain how language is learnt and enable learners to efficiently communicate with the language taught. This new approach came to be known as CLT.

II. What is CLT?

CLT has not popped out onto the scene of language teaching automatically. Nor has the application and interpretation of it already been completed. CLT today is "understood to mean little more than a set of very general principles that can be applied and interpreted in a variety of ways" (Richards &Rodgers, 2001:244). However, the following underlying principles of language and language learning are thought to be core in CLT:

- Tasks that involve learners in real communication enhance learning

- Activities that enable learners to complete tasks meaningful to them promote learning (Jhonson,1982)
- The learning process is enhanced if language that is meaningful to the learner is used(ibid)

In the above theory of learning underlying CLT, three important areas are focused: real communication, meaningful tasks and activities and meaningful language. The assumption is that successful language learning takes place if classroom teaching approximates the process of language acquisition outside the classroom. This can best be achieved by focusing on the process of language learning rather than on formal correctness.

Richards & Rodgers also list the following underpinning principles of language in CLT:

- Language is learnt through using it for communicative ends

- Fluency in language learning is an important aspect

- Integration of the language skills in communication should be focused

- Language learning takes place through experimenting and trial and error

The above points emphasize that language is a means of communication and should be taught as such. In the process of communication, getting messages across with ease and fluency and receiving them and creative construction are also thought to be important. Such a view is in total contradiction with a view of language teaching that focuses on formal correctness and reduction of the language skills.

Generally speaking, CLT is an approach that is based on well refined language and language learning principles. It is a very broad concept providing a frame work for designing a number of methods, techniques, tasks etc. that could be used to teach language in a meaningful way to a variety of students. Owing to this fact, teachers who want to use CLT, thus, have a big challenge to design new tasks and activities or modify existing ones suitable to the needs of their learners.

III. What Do Students Gain from CLT Classrooms?

As opposed to teacher centered classrooms, CLT and other learner-centered classrooms are thought to present various opportunities to students. Most obvious of all is the opportunity it provides to interact with one another and the material, and thereby develop their independence in learning. Plass (1998:309) believes that such methods enable learners to develop transferable skills; promote cooperation rather than competition; enhance goal negotiation skills, organization of arguments, evaluation of processes from various perspectives etc.

Brown (2001) also lists various advantages CLT provides to learners. Among these is the opportunity it provides to understand and develop their own strategy of learning and move effectively to autonomy. In addition, through using the language for "genuine linguistic interaction", they will be ready to interact with the language outside the classroom for real purposes (ibid). Others, like Weimer (2002:160), argue about the advantage of CLT and other learner-centered methods by showing the negative consequences of teacher-centered classrooms. She argues that according to research, "students' motivation, confidence and enthusiasm for learning are all adversely affected when teachers control the process through and by which they [students] learn." Conversely, laying the ground for learning so that students can be involved more through interaction, meaning extraction, argument, negotiation and evaluation, in short through maximizing students' involvement in the process of learning, we can increase their motivation as well as confidence.

What is most controversial in CLT and learner-centered classrooms is the role of students in evaluation. Many teachers fear that involving learners in determining their own grades will open room for endless arguments and chaos. This is more so given the special role grades play in the life of the learners. On the other hand, there is a strong argument coming from scholars who support the involvement of students in every aspect of the teaching learning process.

Plass (1998), for instance, says students will have the opportunity to evaluate their own work and that of their peers objectively and therefore develop a very important skill. In real life situations, there could be a number of occasions where they may be expected to design criteria and objectively evaluate their own work and that of their colleagues. This task, therefore, will prepare them for real working challenges. To solve problems related to bias on self

and peer evaluation, Weimer (2001) advises that while faculty should evaluate students' work and determine the final grades, students should be involved in a way that they be benefited from the process.

IV. Challenges in Implementing CLT

Implementing CLT in contexts where it did not originate poses various problems to practitioners. Especially if it is introduced in a context where a teacher-centered way of teaching has been accepted as the norm of good teaching, the challenge becomes two fold. Among the challenges are problems related to the context of the methodology, cultural appropriateness, misconceptions and resistance on the part of teachers and students etc.

- *Problems Related to the Context in which the Method is Used*

Most language teaching methods are said to be originated in the West. More specifically, they are believed to have been originated in Britain, Australia and North America for students with instrumental motivation to learn a language (Holliday, 1994). Thus, making use of these methods for students who have no such motivation to learn a language (as for instance, in the case of students in state education system where there is a wider policy and few resources) (ibid: 12), it is presumed that it poses certain problems. One obvious problem is that such methods, activities and tasks are not designed to fit to all contexts. And as teachers try to implement them, more problems are expected to arise.

- *Problems related to the Students' Culture*

As we have seen above, CLT is originated in countries having specific cultural beliefs in learning and teaching and is imported by countries having different cultural values and beliefs. According to Ellis (1996), for instance, the teacher as a facilitator in the Communicative Approach is a social principle typical to Western culture. Orton (1990) quoted in Ellis (1996) says she had to modify her methods of teaching because she had found most of them to be in radical contradiction with values, beliefs and ways of acting amongst her Chinese learners. In the same way, Ethiopian teachers and students could be assumed to have been facing such problems in teaching/ learning English using CLT methods. The problem is more visible in cross-cultural settings where the teacher is from a certain culture and students are from another.

- *Misconceptions about CLT*

The first step in bringing about change in our teaching practices is, as many believe, to work on teacher training. The assumption here is that if teachers are well equipped with the theory and the skills of student-centered teaching, they can be in a better position to implement it in the classroom. While this may be true in some cases, some research findings show results contradictory to the assumption. Kleinsasser & Sato (1999) researched the understanding of Japanese in-service trainees about CLT and found out that their actions and views had very little to do with the modern notions of CLT. In fact, neither their in-service nor pre-service trainings could help them implement CLT in the real sense of the term. So the understanding these researchers gained was the fact that the trainees formulated their own conception of CLT based on their own personal experiences belies the notions of foreign language teaching.

In this connection, we can think of the influence of the ways teachers were taught within elementary as well as high schools in shaping them as teachers. Plass (1998) quotes Nunan (1991) as saying teachers are surely influenced by their previous learning experiences and advises that teachers have to be taught in a learner-centered way so that they themselves use the methods later in their career. Otherwise, she warns, the teacher centered-method will perpetuate itself.

- *Low level of English Language Proficiency*

CLT demands teachers as well as students to use a variety of language structures and situations in the classroom. This makes it difficult for non native teachers of English to give feedback for various language problems that arise in such classes as opposed to when they teach a specific language structure through dialogues, drills, rehearsed exercises and discussions using first language (Brown, 2001; Harmer, 2001). Thus, it becomes more difficult for the language teacher to be of help in the area s/he is deficient and may resort to a

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more structured specific way of teaching. The same could be said about students. They may not feel confident enough to deal with activities and tasks that demand uncontrolled range of language. As a result, CLT methods intended to promote communicative efficiency, confidence and motivation of students may end up with doing just the opposite.

- *Resistance from Teachers*

Unfortunately, among the first stakeholders who are believed to be resistant to change(s) in education are teachers. Scholars who carried out studies in this area have exhaustively discussed the reasons for teachers' resistance especially in regard to changing old teaching practices, a sensitive area where the teacher thinks no one has a better knowledge, skills and experience than himself/ herself.

Numerous reasons are listed and discussed in the literature about the reasons for teachers' resistance to changing old teaching practices. Some are recognized as good and need to be heeded and yet others are thought to be born out of fear of the unknown and unpredictable circumstances. Among the good reasons are pressure to cover content, lack of student-centered materials, the wash back effect of exams, problems in class organization and management, deterioration of teacher authority, lack of proper training to implement the method, resistance on the part of students and school directors etc. (Plass, 1998).

A teacher who has been running a more structured lesson for many years will be hindered by the above factors to introduce a radical change in his/her way of teaching. Especially in our system of education where covering the content of a course has long been a measure of effective teaching by students as well as the administration, implementing the new method becomes a big challenge to the teacher. Even though the teacher may full-heartedly go into implementing the change, a good deal of time may lapse before the change bears fruit. Or the result may not altogether be worthy of the effort made by the teacher and students may begin to question whether the old method shouldn't have been their first choice.

- *Resistance from Students*

Resistance from students is also inevitable when changing teacher-centered methods of teaching with more communicative ways of teaching. Their resistance could determine the success or failure of this change.

Students resist such changes for a number of reasons. Like the causes of resistance on the part of teachers, student resistance may or may not have legitimate grounds. Both ways, what should be born in mind is that without the complete understanding and support of students, teachers and administrators won't be successful with respect to introducing changes.

Some obvious reasons for any resistance to such changes is that CLT and other learning-centered approaches are more work to the students; are more threatening, for they are unpredictable; and they may involve losses (Weimer, 2002).

The role of the teacher in CLT as discussed above is very limited. S/he lays the ground and facilitates more learning, discovery, and group/pair interaction. Thus, in the classroom, the main actor is the student. This additional work may be resented by students who had been enjoying being told by the teacher everything they need to know. In addition to that the benefit they gain from such a change is not immediately visible which, as a consequence, makes it difficult for the teacher to convince his students that progress is being made. Perhaps the most formidable challenge on the part of the student comes because of the inevitable loss when students move from one level of understanding to the other (ibid).

Apart from the reasons mentioned above, students may resist a change because of lack of skills and knowledge for the tasks and the pressure to cover contents (ibid). As discussed earlier, inability to complete tasks and activities within the time scheduled could be another source of frustration and de-motivation. If such tasks and activities are part of everyday challenge, the consequences could be far reaching. On top of all this, lack of psychological readiness for the challenges of any change is an important factor that should be thought of before hand. Sudden and unexpected changes may be resisted for the simple reason that they are sudden though the advantages may clearly be felt.

• *Conclusion*

Obviously, the first step in introducing change in our teaching practices is training faculty with the necessary skills and knowledge that would bring the effect we desire. However, training alone can't bring the required success. There are a number of other concomitant factors that need to be taken into account. Some of these are problems from students and teachers as well.

As we have seen in the above discussion, lack of the required language skills and knowledge, psychological readiness, fear of the unknown, misconception about the new methods etc. on the part of students and teachers hinder implementing CLT and other learner-centered methods in our classrooms albeit trainings might be carried out according to higher standards. In addition, cultural factors, appropriateness of methodologies and lack of teaching aids and materials could hinder teachers from putting the training into effect. All this is indicative of the need to assess the impact of such trainings and further follow up of its implementation. In this regard, researches that focus on challenges in implementing CLT and other learning-centered methods can serve as a spring board to bring about the required change. Thus, success in this regard is not the result of a one time effort. Continuous commitment and support from colleagues and the administration is vitally important.

Another essential point teachers should take into consideration is that CLT methods are not ready made and hence fit for all contexts. It is the responsibility of the language teacher to design tasks and activities in line with CLT and use them in their unique contexts. Trying to use methods produced elsewhere without modifying them to fit the existing contexts may be more disadvantageous. For example, too much obsession on implementing CLT doesn't enable the teacher to focus on certain features of the language the discussion of which could be very useful to the learner. In this connection, Brown (2001) advises teachers to avoid over emphasizing CLT features like authentic language that is used in real life at the expense of any potential controlled exercises.

One important factor which may determine the success in improving our teaching practices is recognizing the fact that there is a loss involved when changing a firmly entrenched teaching practice by a new one. The old teacher centered way of teaching was enjoyed by and had a popularity of students in elementary, secondary, and even tertiary level of higher learning in our country for a long period of time up until present. Teachers and students have lived with it preparing themselves for teaching and learning tasks in this frame work. Changing this long practice and substituting it with another method cannot come into effect overnight without a cost. It is therefore highly advisable to both teachers and students that they need to be aware of the advantages of the aforesaid fact and try their best to benefit from the new trend.

The role of the teacher in helping students gain advantages from the courses he is supposed to offer as well as minimizing the loss that the introduction of the new method incurs is very decisive. Teachers, for example, can think of a smooth transition by increasing the dosage of the new method day by day until they can use CLT/learner centered methods comfortably.

Still an important factor in determining success during change is to keeping uniformity across departments in the implementation process. Students and, of course, teachers too shouldn't be made to assume that the change is temporary or the obsession of few departments. Neither should they assume that its sustainability is short lived. Such attitudes have the potential to determine the success of the whole endeavor and need to be taken care of.

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Let's Mind our Language

Confusing Words

(Part Two, M – Z)

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In the last edition of this bulletin, we presented Part I of this article under the same title. In this issue, we have brought Part II out and hope that the preceding one and this too would be of greater importance to our students and readers of this Bulletin. It is good to point out that the words presented here are randomly selected out of the zillions of words available in the English language and many of the sentences used to illustrate the variation of their meanings are also taken from some other sources indicated at the end of this piece as references.

Need – We **need** to go now; it is getting darker.

Knead – We have to **knead** the dough well before we put it on the pan to bake.

Kneed - He **kneed** the child and chased him out of the house. (Hit by the knee)

Nave – They were seated near the **nave** in the church. (Central part)

Naïve – Don't be **naïve**; believe me we are in a crucial conjuncture in our history.

Knave – He is simply a riffraff **knave**. (A dishonest person)

Nap - I have to take some **nap** before I start my homework.

Nape – She kissed the **nape** of her boyfriend. (The back of the neck)

Neat - The house was very **neat** yesterday but now it is totally untidy.

Nit – Some of the children had **nits** on their hair. (The egg of louse)

Knit - She is busy **knitting** baby clothes.

Niter – Sodium nitrate and potassium nitrate are informally called **niter**(s).

Night – I didn't sleep well this **night.**

Knight – Salman Rushdi, the author of one controversial book, was **knighted** last year.

Note – Please let's make **note** of this reminder from the headmaster.

Not – We are **not** going to Langano next week.

No - There is **no** chance of us getting there by eight.

Nether - Satan is said to be living in the **nether** world. (Underworld)

Neither – **Neither** you nor your brother came yesterday.

Either - She has to **either** go now alone or later with us.

Ether - Our soul is believed to vanish into the **ether** when we die.

Nib - The **nib** of this pen is defective and I couldn't write with it properly.

Nibble – Would you mind bringing us something to **nibble** before we leave? (Eat)

Nice – What you are doing is so **nice**.

Niece – She is my **niece**. (a daughter of one's brother or sister)

Nephew – He is our **nephew**. (A son of one's brother or sister)

Nil - The game was over with a **nil- nil** score.

Null – The election was declared **null** and void.

Oaky – We enjoyed a deliciously **Oaky** Tej at Addis Ababa restaurant.

Okay/OK – Will it be **okay** if I bring my friend to the party?

Off sight – I couldn't see him because he was **off my sight**.

Offsite - We were sent to perform some **offsite** activities last time. (out of the main site)

Offside – The goal was denied by the arbiter due to the **offside** position of the scorer.

Opaque – I find her poetry rather opaque.(not understandable)

OPEC - Some members of the **OPEC** don't meet the required amount of fuel production.

Our – He is **our** best friend.

Hour – We came an **hour** ago.

Oath – The witness placed her hand on the Bible and took the **oath.**

Oats – This bread is made of oats.

Ode – **Ode** is a poem particularly addressed to a person or subject.

Odd – He is usually **odd**; for example, he talks alone with no one to listen to him.

Oar – She dipped her **oars** into the water and pulled.

Ore – We get iron from rocks of **ores**.

Or - You **or** your sister must come tomorrow.

Of – The current configuration **of** the world is seriously painstaking.

Off – Please park your car **off** the road.

Owe – I **owe** you some $50.00 dollars.

Own - He wants to have car of hid **own.**

Ocker/Okker – An Australian who is not well educated and doesn't behave in a polite way is called **Ocker**.

Ochre - Ochre is a kind of yellowish color used in preparing paints.

Occur – If something bad **occurs**, use this door to get out of this hall.

Peel – You have to eat this fruit after **peeling** it.

Pill - There are so many kinds of contraceptive **pills** in pharmacies.

Pile – We don't have to **pile** dossiers in this room.

Pail – It took several **pails** of water to put out fire set by arsonists.

Pale - She wore a **pale** blue hat.

Pin – Please pass me those **pins** to **pin** these notices on the notice board.

Peen – The opposite face of a hammerhead used to bend or pull out a nail is called **peen**.

Pick – I will come back and **pick** you

up in half an hour.

Peak – Official figures show that unemployment **peaked** in November.

Peek – Close your eyes; don't **peek**; I have got a surprise for you.

Peace - There will be no **peace** until I get what I want.

Piece- I cut the cake into six **pieces**.

Pea(s) – **Peas** are most often grown in pods and maybe eaten raw.

Pee(s) – My kid usually **pees** in bed while he is asleep.

Pear – I like **pear** because it is a sweet fruit.

Peer – When no one answered the door, she **peered** through the window to see if any one was there.

Pair - I have a **pair** of new shoes to wear when I come to your wedding next week.

Pier – I saw some boats tied there on the **pier**. (a jutting structure to the water body)

Pane – This window **pane** is defective. (a flat piece of glass)

Pain – I feel **pain** around my waist.

Pen- Would you mind passing me your **pen** for just a moment?

Paint – I am thinking of changing the **paint** of my house.

Pint (*pai:nt*) - He can drink about ten **pints** of draft if you invite him.

Pant – The dog is **panting**.

Pants/panties - She didn't wear her **pants** when she came to the Physical Education class.

Paper – Do you have enough amount of answer **paper** for the writing section of the exam?

Pepper – Ethiopian **pepper** tastes very hot.

Peat – You can take this **peat** if you like for your garden. (Decomposed debris)

Pit – We are ordered by the *kebele* to dig a **pit** for drainage.

Persecute – Religious minorities are **persecuted** in countries where they live.

Prosecute – Any citizen is equally **prosecuted** if they commit any crime.

Pity – What a **pity**! She has lost all her kids due to the fight.

Piety – One has to have piety in following their religion. (piousness)

Petty – These are simply **petty** things to which we shouldn't give much attention.

Pithy – **Pithy** fruits are those fruits which have whitish substance between the skin and the flesh.

Plague – In 1912EC Ethiopia had been attacked by epidemic **plague** and many people were dead.

Plaque – Moses received a **plaque** from God on which the Ten Commandments were written.

Plight – The people of some Arab countries are facing unspeakable **plight** these days.

Blight – The pain on his leg **blighted** his chance of winning the race. (endangered)

Prescribe – I have been **prescribed** fansidar for malaria.

Proscribe – Athletes are **proscribed** not to take energizing chemicals and poppies.

President - The **president** has left the country for an official visit.

Precedent – There are several **precedents** for promoting unqualified people.

Perfect – This world is not **perfect** in many things.

Prefect - He has been appointed **Prefect** of Bologna. (officer)

Prayer – **Prayer** is needed to lead psychologically serene life.

Prior – **Prior** to your submission, you have to edit your paper seriously.

Pray – We have to **pray** a lot to have His providence.

Prey – It is a pity that weak people are usually **preys** of strong people.

Putt – Palmer **putted** the ball directly into the hole.

Put – You have to **put** the book on the shelf.

Poor – Developed nations should help **poor** nations.

Pour – **Pour** the milk into the bowl gently.

Poll – The latest opinion **poll** puts the democrats in the lead.

Pole – Go carefully lest you will collide with a **pole**.

Preserve - **W**e must **preserve** our culture.

Persevere – Despite receiving little support, the women are persevering with their crusade to fight crime.

Puck – A small hard rubber disc used in ice hockey is called **puck.**

Pack – **Pack** your goods and let's move out.

Quack – He is simply a **quack**, not an authorized medical doctor.

Quake – Several earth **quakes** are devastating this globe in recent times.

Quarry – There are many **quarries** around Legetafo from which people buy stones to build their houses.

Query – It is your right to **query** your marks.

Quay [ki:] – Boats are tied to **quays** to load or unload their loads.

Key – Please give the **key** of your car; I have some items to take out.

Queasy – I began to feel **queasy** as soon as the plane had taken off. ((likely to vomit)

Quasi – The school uniform is **quasi**-military in style.

Queue – Please **queue** up; don't get out of your line.

Cue – After she showed him the **cue**, they got out of the party and went home. (sign)

Quire – Take care of these **quires** when you bind them.(folded papers)

Choir – This church doesn't have a **choir**.

Quiet – Please keep **quiet**, why are you blabbing?

Quite – It is **quite** understandable that people cannot live without food.

Render - Our office **renders** transport services to customers who buy more than 10 quintals of flour.

Reindeer - We don't have **reindeer** in Ethiopia. (an animal like deer)

Rescue - The lifeboat **rescued** the man from sinking.

Risk – If you go to Libya now, you will surely **risk** your life.

Right – You are **right** even you are not legal.

Rite – You have to undergo certain **rites** before you become a reborn Christian.

Write – Please **write** your name on top of the paper.

Writ – We have to be served a **writ** before we appear in a court.

Rung – Take care of those **rungs** on the ladder; they are not dependable.

Wrung – We **wrung** the clothes well before we had hung them on the wire for drying.

Ring – I will **ring** you as soon as I reach there.

Wring – Please **wring** the clothes properly before you hang them to dry.

Raise – He r**aised** his hand and asked a question in class.

Rise – The cost of living is on the **rise** almost in all over the world.

Rice – I don't like eating **rice** in any of its forms.

Road – Do you know the r**oad** to Dessie?

Rod – The price of steel **rods** is skyrocketing nowadays.

Rode – I never **rode** a bicycle when I was a teenager.

Rhode – **Rhode** Island is one of the states in the US.

Ream – She has written **reams** of poetry. (Many)

Rim – The glass was **rimmed** with sugar.

Rime – The bottle are **rimed** with frosts due to high the freezing temperature.

Rhyme (also rime) – Cat and bat **rhyme** one another.

Reel – A stone hit his head and the street **reeled** before his eyes.

Real – Let me tell you a **real** story about my father.

Rill - There is a little **rill** near our home. (stream or brook)

Reality – It's **reality** that man dies any time in his age.

Realty – "Put down all your realty before you get shot dead!" shouted the robber.

Roam – I have been **roaming** all places around to find my uncle's house.

Rome – **Rome** is the capital city of Italy.

Read- She **reads** two at least two books in a month.

Reed – Usually **reed** plant grows near rivers.

Rid - We have to get **rid** of this man before we get into a serious problem.

Robe – She wrapped a **robe** around herself before she opened the door.

Rob – The bandits **robbed** many precious items from the store last week.

Report - Have you written the **report** about the accident happened last week?

Rapport – She has an excellent **rapport** with her students. (Good relationship)

Rapporteur – I served as a **Rapporteur** in this year's Annual National Conference sponsored by St. Mary's University College.

Rabble – The defeated army returned home as a demoralized **rabble**.(in uncontrolled and disorganized manner)

Rubble - The baby was found under the **rabble** without being hurt at all.

Ruble/Rouble - The monetary unit of some former Soviet Union states is **ruble**.

Rake – In the autumn I **rake** up the dead leaves.

Reek –His breath **reeked** of garlic. (strong unpleasant smell)

Wreck – The explosion shattered nearby windows and **wrecked** two cars.

Rain – The **rain** is coming; let's move on swiftly.

Reign – The **reign** of Emperor Awgichew was marked by civil unrest.

Rein – You pull both **reins** to stop or slow a horse.

Rest – You can take some **rest** when we finish doing this.

Wrest – He **wrested** the letter from my grasp. (take forcibly)

Rampant – Robbery is **rampant** in today's world.

Rampart – The **rampart** of Harar city was built by ancient people of the area and it is considered as one of the historical sites of the country.

Scull – You need to have two **sculls** to oar your rowing boat.

Skull – The **skull** of those hundreds of thousands of Rwandans who had been victims of the 1994 genocide is being used as a means of income generation to the nation through tourism.

Semen – There would have not been human life on earth had there not been seminal fluid.

Siemens – is an SI measurement for electrical conductance.

Sign – What is the **sign** of the US dollar? This is it - $ **.**

Sine – **Sine**, cosine, and tangent are jargons of mathematics.

Sever - Electricity cables have been **severed** by the storm.

Severe - It is really a **severe** problem. (serious and high in degree)

Seam – My old coat is falling apart at the **seams**.

Seem – It doesn't **seem** that it will rain today.

Sim - Does your cell phone have a **sim** card?

Seal – The letter is invalid if it doesn't bear the **seal** of the organization.

Sill – Put that soap on the **sill** of the window.

Silly – Don't be **silly**, ask me sensible questions please!

Sheet – This **sheet** of iron is used to make doghouses.

Sheath – Please turn back your saber into its **sheath**.

Shiite – **Shiite** and Sunni factions of the same Islamic religion should come to round table and avoid their differences through constructive discussion.

Shit – He said "**shit**!" and went out of the room.

Site – Will you go to the construction **site** today?

Sight – My **sight** is deteriorating from time to time.

Cite – She **cited** three reasons why people get into debt.

Sear – Oh! What a **searing** sunlight!

Seer – Some **foreseers** had predicted the end of time on earth.

Sir - **Sir**, where are you going?

Scene – The political **scene** of some countries in the world is not that much encouraging.

Seen – Have you **seen** that crooked man?

Sin – If the people of the world could stop committing **sins**, life on earth would become worth living.

Scent – The **scent** of this shrubby area is pleasingly aromatic.

Cent – One **cent** is practically useless nowadays.

Sent – They **sent** us some presents.

Sale – The new cars are on **sale** now.

Sell – How much do you **sell** this bag?

Cell – Human **cells** and plant cells are not the same.

Saw – I **saw** you last time among the crowd.

Sow – You reap what you **sow.**

Seat – How many people does this room **seat**?

Sit - **Sit** down and listen to the radio, please.

Serious – I am **serious**, don't ever come again to ask for any loan.

Series – Due to a **series** of other events, we couldn't give much attention to this issue.

Ski [ski:] – To **ski** over snow, we need to have a pair of **skis**.

Sky – What you are blabbing is just a pie in the **sky**.

Slay – Over 2,000 people are said to have been **slain** in Libya due to the uprising.

Sleigh – Use that **sleigh** (aka **sledge**) to take your goods. (wheel-less carriage on snow…)

Sly - He is a **sly** old man. (deceiving, not trustworthy)

Snare – It is too bad to **snare** people for their wealth in the name of marriage.

Sneer – Please stop your **sneering** at people you don't know.

Soot – Too much **soot** is accumulated inside the chimney.

Soothe – Who on earth can **soothe** her so that she gradually forgets the death of her only son?

Spacious – Oh! This room is more **spacious** than that one. (wide)

Specious – Please stop your **specious** arguments and be yourself. (fictitious)

Species - Charles Darwin's studies proved that certain species of animals have been extinct.

Suet – **Suet** obtained from hoofed animals is used in cooking.

Suit – Does this time around **suit** you to go with me to the cinema?

- He wore a navy blue **suit**.

Suite – They've rented a suite room at Wabe Shebelle Hotel for their honeymoon.

Stake – He holds a 40% **stake** of the company.(share)

Steak – Do you care for **stea**k? (Kind of dish)

Stick - We shall **stick** to the rules and regulations of the institution.

Stare – Please don't **stare** at me. (To look at for so long eyes wide open)

Stair – The **stair** of this house is too difficult to go up.

Steer – This car is very easy to **steer.**

Stir – **Stir** the egg yolks into the mixture.

Star – American's (United States) flag has 50 **stars.**

Steal – "Don't **steal**" is one of the ten commandments of the Holy Bible.

Steel – This box is made up of **steel**.

Still - Are you **still** eating?

Until – I may not get back **until** next week.

Till – We waited **till** half past six for you.

- This land has been **tilled** for the past many centuries. (plowed)

Steam - The pump is driven by **steam**.

Esteem – "Dear our **esteemed** guests, welcome to this special occasion," said the chairperson.

Stalk – We have to trim the **stalk** of the sugarcane before we eat it.

Stock – We have to replenish our **stock** before winter begins.

Strip – My nail was **stripped** off my thumb due to an accident.

Stripe – The Zebra is a wild animal with black and white **stripes**.

Surely - I **surely** will come tomorrow.

Surly - We were served by a very **surly** waiter. (Impolite and rude)

Team - Our football **team** won last time.

Teem – The conference hall is already **teeming** with so many people before the schedule.

Tim – **Tim** is a clever young lad.

Thrash/Thresh – We thrashed this idea for a longer period of time in our meeting.

Trash – Please avoid this **trash** suggestion of yours.(nonsense)

Threshold - we are at the **threshold** of the 21st century.

Thicket – Nowadays, it has become nearly impossible to see **thickets** in our country.

Ticket – Have you bought the tombola **ticket**?

Thirst – How can I get rid of my **thirst?** Shall I take a pint of beer?

Thrust – She **thrust** the papers at him. (Pushed them towards him, Irreg. V.)

Trust – He can never be **trusted** any more.

Tit – He dislike women with bigger **tits**. (Breast)

Teat – She bought some **teats** to feed her baby from a bottle.

Torch – He shone the **torch** into the dark room.

Torture – Some interrogators of the police around the globe are said to **torture** people under arrest when they fail to elicit the information they want from them.

Thumb – He has a deformed **thumb**.

Thump – My heart **thumped** when I was caught red-handed by my mom while stealing some money from her purse.

Tank – Russia is known for its sophisticated **tanks**.

Thank – I must **thank** God for His divine providence.

Tent – We sometimes go to Langano with our **tents** for picnic.

Taint – Madoff's name was permanently **tainted** by the financial scandal.

Tenant – My father was a **tenant** to one of the land lords in the previous regime.

Thread – I have the needle; please give some **thread** to mend this torn clothe.

Tread – Some amoral owners of bakeries are alleged to tread the dough to mix it.

Trade – The soldiers **traded** some artillery this night.

There – **There** are some fruits in the drawer.

Their – This is **their** car while that one is ours.

Urn – Please serve these people some tea from that **urn**. (a sort of flask for hot drinks)

Earn – How much do you **earn** monthly?

Use – You can **use** my car for the purpose you told me last time.

Youth – The **youth** is the backbone of any society.

Utopian – Being **utopian** is highly wishful.(excessively optimistic)

Ethiopian – We are **Ethiopians**.

Umber – **Umber** is a pigment or dye made from soil and is used for coloration.

Amber – The traffic lights changed to **amber** when we started to move. (yellow)

Ember – We sat by the glowing/ dying **embers** of the fire.

Vassal – Many developing nations are still **vassals** of any of the developed nations like the US.

Vessel – We have some ancient earthenware **vessels**.

Vain- It was **vain** to pretend to himself that he was not disappointed.

Vein- We humans are said to have zillions of blood **veins**.

Virtually – At that time he was **virtually** unknown as a writer. (nearly)

Eventually – **Eventually**, he was the one who was hurt tremendously. (at last)

Veracious- **Veracious** people are usually free of guilty consciousness.

Voracious- He has a **voracious** appetite; he never gets satisfied easily.

Violate – You don't have to violate the rules and regulations of the institution.

Violet – **Violet** is one of my favorite colors.

Violent - The public uprising in Libya is turning to be **violent**.

Vantage – From what kind of vantage point are you observing this political crisis?

Vintage – The 1983 vintage was the best quality. (of wines)

Vengeance – Flared trousers are back with a **vengeance** this summer.

Vindictive – He cannot hide his **vindictive** nature.

Revenge - The Bible teaches us that we don't have to take **revenge**.

Wander - We have been **wandering** through the Amazon forest this whole week.

Wonder – I **wonder** how you could give it this much attention to that news.

Warier – I was a little bit warier than you on the possibility of the salary increment.

Warrior- The Japanese **warriors** are retreating to their previous position.

Warm – The water is a little bit **warm**; please add some ice into it.

Worm – Some **worms**, like silkworm, are beneficial to humans.

Week – I can lend you this book in the following **week** when I finish reading it.

Weak – Many people don't want to even listen about their **weak** points.

Wick - I bought some eight **wicks** to refill my kerosene stove. (strings that burn)

Wary – I am a bit **wary** of giving my address to those whom I don't know them well.

Weary – I think he is a little **weary** after his long journey. (feel tired)

Weir-   A wall built under a river to control the water passage is called **weir**.

Weird – He is completely **weird**. (strange, odd)

Wear- You have to **wear** your uniform except Wednesdays.

Were- They **were** in cinema when the bank was robed.

Where – From **where** are you coming?

Whine- Leon's dog was sitting by the door **whining.**

Wine- I love Australian wines, especially the white **wines**.

Waste – We shouldn't waste our time in vain last time.

West - The west do not understand the problem of the east.

Waist - These trousers are a bit tight around my **waist.**

Whether – **Whether** you believe it or not, the end of the world is approaching.

Weather – The today's **weather** is nice; we can go out for a walk.

Wither - Grass had **withered** in the fields.

Within – She will graduate **within** two weeks or so.

Wizen – He was a **wizened** old man with yellow skin and deep wrinkles. (dry skin lines in it)

Whole – I will tell you the **whole** story if you give me some moments.

Hole – Let's mend the **hole** on this mattress.

Wheat – I don't usually like bread made of **wheat**.

Wit – He is a man of great intelligence and **wit.**

Whet – Use this **whet** to sharpen the knife.

Wet - My motorbike got **wet** in the rain.

Weal – His back was covered with **weals** where he had been repeatedly beaten.

Will – Some people die without leaving any written **will**.

Wail – The women gathered around the coffin and began to **wail.**

Wale - The lashes on his skin resulted in severe **wales**. (welt or ridge)

Whale - The number of **whales** is decreasing worldwide.

Well – I am sorry you are ill, I hope you get **well** soon.

Wheal – A raised or a reddened area on the skin is called **wheal.**

Wheel - This is a four-**wheeled** car and can meet your need.

Wean - Please try to **wean** this baby and start feeding him additional foods.

Win - To **win** his daily bread, he works anything available even as daily laborer.

Want – Do you **want** to go with us?

Won't – She **won't** give you back that book unless you give her hers.

Wont – Unlike his **wont,** he came today a bit earlier than usual. (habit)

Wrist – I bought a **wrist** watch to my daughter.

Wriest – He showed them the **wriest** smile when they gave him the sack.

Wry [wrier, wriest (see above) – to show ironic acceptance]

Rye - **Rye** is a type of grain which can be used as wheat and oat are used.

Xmas (krísməss, éksməss) - This year's **Xmas** was so fantastic.

Christmas (krísməss) -   [same meaning]

Yale – He is a graduate of **Yale** University.

Yell - I **yelled** aloud but no one heard and came to assist me.

Yarn – The **yarn** you are using for the knitting is not that much strong.

Yearn – Most of the time I just **yearn** to go abroad for better chance of living.

Yoke – In Africa, it is usually difficult to bear the **yoke** of life due to various hardships.

Yolk – We normally mix well the **yolk** and the white egg before making omelet.

Young – My little brother is very **young.**

Yang – In Chinese philosophy the masculine part of nature whose counterpart is yin is called **yang** and it is believed to exist in all things as the principle of light.

Zaddik – In Judaism and some Christian denominations a righteous man is called **Zaddik**.(ጻዲቅ)

Tzaddik – The same as **Zaddik** here above.

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Cambridge Advanced Learner's Dictionary, Cambridge University Press, 2003 ed.

Microsoft Encarta Dictionary, 2009

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Don't Say	**Say**
1. Don't late. ……………………	Don't **be** late.
2. Don't afraid. ……………….….	Don't **be** afraid.
3. Are you hurry? …………….….	Are you **in a** hurry?
4. You better go now…………….	You **had** better go now.
5. Don't wait him. ………………	Don't wait **for** him
6. I said her……………………….	I said **to** her.
7. She told **to** me. ………………..	She told me.
8. This is **failurity**. …………….	This is a **failure**.
9. She is **modelist**. ……………...	She is a **model.**
10.He has no **tension** to what I say…	..He has no **attention** to what I say.

"I master the language of others. Mine does what it wants with me."

Karl Kraus (1874 - 1936)
Austrian writer.

COMMENTARY

Apathy, it is time to Awaken!

According to the online audioenglish.net, apathy means the following:

1. showing little or no emotion or animation
2. marked by a lack of interest
3. uninterested (not having or showing interest)

It seems in our society today we have become very apathetic to the suffering we see around us. We read about what is going on in the world with little or no emotion. We take no action to help relieve some of the suffering we see around us. People have become more interested in their own lives, making money, acquiring material things and having a social life than to heed the suffering of others.

Why have we human beings become so indifferent?

It starts from childhood; we have been raised that way. We are brought up to believe that who we are is what we make of ourselves in life. We are taught that our careers, our homes, our cars, our material things and our friends matter a lot than anything else. We are raised to believe that in order to fit in we must succeed by having lots of money. We are shown that if we do not make it in the material world we are not anybody important in our future.

I find today even in the spiritual community many of the teachings of the laws of attraction are based also on attracting wealth and abundance. We are living for egos not for our spirits.

Abundance can mean many things not just only wealth. Abundance also means abundance of love, happiness and joy. We can feel all these things by making a difference in the world, by serving others. Material things and money are just temporary in this world. When we die we must leave everything behind us for someone else to enjoy it. What we take with us is the love we shared with others, an unadulterated eternal lo.

For those of us who believe in the afterlife, which is our true home as we are spiritual beings living a physical existence and not the other way around, we know that we are accountable for every good deed we do while we are here. That also includes the times we could have done something to relieve the suffering of others and we did not. People seem to forget that in the spirit world there are different levels of existence where we go. Depending on our actions and how we evolved spiritually is where we go in the next life. We also acquire good and bad karma during our lives, which will determine our next reincarnation and the lessons we have to learn the next time around. I also do not understand how the new age movement talks about ascending, when we cannot even fix the problems in this dimension. We could all stay in this dimension if we just showed less apathy to what is going on and start being the change we want to see in our world. It is our world because God entrusted His creation to us and we have failed Him miserably. We have given our power to others by letting them ruin our planet.

I truly believe in the Earth Changes, look around you, every day these changes are manifested more and more around the world through volcanic eruptions, earthquakes, tornados, hurricanes, etc. Those that have the technology, the elite and those in power are altering the climate, set off earthquakes, volcanoes remotely through the use of electromagnetic waves. They are also creating bio-weapons and vaccines to eliminate us through diseases to fulfill their agenda. They are also using

birth control and promoting abortions in order to control population growth. Some of these contraceptives are designed to make women sterile. They have genetically also modified our food and contaminated our water with chemicals like fluoride to poison our bodies to make us sick. They are contaminating the air we breath through chemicals with high amounts of toxins and poison with the excuse that it is to strengthen the earth's depleted ozone layers, when in fact it is another way to poison us . They are creating wars and promoting hate as another means of depopulating the world. Everything that they are creating is as a means of depopulating the world and sticking to their agenda by 2012. Only a few awakened ones are seeing the truth of what is going on and trying to awaken others, the rest of the world are sleepers, who have been brainwashed through the media and other mind control strategies and do not truly see what is truly going on around them. Many of the sleepers have the apathy syndrome.

We have let them destroy our planet and the creatures that were in our care because of our apathy. We are all accountable for what is going on on our planet today, the atrocities committed in our world, because we have become indifferent to the suffering and destruction, we have not made a stand to make the changes. During the big earth changes the only

way to survive will be by helping each other. By being less self-centered and living in co-operation with each other. People who join hands together and create self-sustaining communities in the safe zones are the ones that will survive the earth changes which are to come most probably in the near future.

It is all very nice to say that we send love and light to change a situation. I have not seen so far that just sending love and light without any actions have changed our world for the better. It takes action in order to make the changes. We need to get out of our comfort zones, to step out our comfortable lives i.e. careers, social lives, etc. and make the changes necessary to make this third dimension, earth, a better place to live on.

There are those in power, the elite, that have their agenda and they believe that the planet would be better off with only 20% of the world's population, the rest they consider useless eaters. According to them, by having this number of residents on earth it is easier to control and make them human robots. They have their plans on how to make their agenda a reality. It is time to awaken to the suffering that is going around us. It is time to awaken others and take a stand against the so called elite.

Part of their agenda is:
1. All men are more easily inclined towards evil than

good.
2.Preach Liberalism
3. Use the idea of freedom to bring about class wars
4. Any and all means should be used to reach the Illuminati Goals as they are justified.
5. The right to rely on power and forcible coercion
6. The power of resources must remain invisible until the very moment it gains the strength that no cunning or force can   undermine it.
7. Avocation of mob psychology to control the masses.
8. Use alcohol, drugs, corruption and all forms of vice to systematically corrupt the youth   of all the nations worldwide.
9. Seize property by any means

10. Use of slogans such as equity, liberty, fraternity delivered into the mouths of the   masses in psychological warfare
11. War should be directed so that the nations on both sides are placed further in debt and peace conferences conducted so that neither combatant obtains territory rights.
12. Members must use their wealth to have candidates chosen and placed   in public office who will be obedient to their demands and will be used as pawns in the game by those behind the scenes. Their advisors will have been reared and trained from childhood to rule the affairs of the world.
13. Control the press.
14. Agents will come forward after fermenting traumatic situations and appear to be

the saviors of the masses.

15. Create industrial depression and financial panic, unemployment, hunger, shortage of food and use this to control the masses or mob and then use the mob to wipe out all those who stand on their way.

16. Infiltrate into the secret Freemasons to use them for Illuminati purposes.

17. Expound the value of systematic deception, use high sounding slogans and phrases and advocate lavish promises to the masses even though they cannot be kept.

18. Detail plans for resolutions, discuss the art of street fighting which is necessary to bring the population into speedy subjection.

19. Use agents as advisors behind the scenes after wars and use secret diplomacy to gain control.

20. Establish huge monopolies that lean toward world government control.

21. Use high taxes and unfair competition to bring about economic ruin by control of raw materials. Organize agitation among the workers and subsidize their competitors.

22. Build up armaments with police forces and soldiers sufficient to suppress our needs.

23. Members and leaders of the one world (a.k.a, New World Order- NWO) Government would be appointed by the directors.

24. Infiltrate into all classes and levels of society and government for the purpose of

fooling, bemusing and corrupting especially the youths of societies by teaching them theories and principles that we know to be false.

25. National and International laws should be used to destroy civilization and enslave and control the people.

We need to stop being so apathetic to what is going around us and start making the changes. It is not by violence that we will make these changes but by taking a stand and just refusing to play their mind control games any longer.

Every day people and animals are being tortured and killed. Every day we see child abuse and the abuse of animals and it is only a small group of people out of billions who are willing to do something in favor of curbing such atrocities. If the critical mass would awaken and start acting we could change earth into a heaven now. We would be living from the heart and not from our egos.

We would just use resources that would be in harmony with nature and only take what we need from mother earth in order to survive. A clear example of this is the indigenous cultures around the world. They only took what they needed to survive and not more. Today they are appealing through the media that we go back to basics, live like them in harmony with Mother Earth and do something to stop the

destruction of the greedy corporations that are pillaging and destroying our planet. The elite own these corporations and it is all about money and control everything they assume beneficial.

Those who tried to make a difference like Martin Luther King, Mahatma Ghandi and many more have been showing us the right way to live on earth, though many of us failed to anide by their instructions and fatherly admonitions. Their voice was silenced also by the crooked elites because those in power are always fearful of the prevalence of justice in this planetary world in which some seven billion people are said to be dwelling nowadays. Amazonian Indigenous organization, COIAB, released this statement:

"With the permission of our ancestors' spirits, we indigenous peoples are here with our friends from all corners of the earth. We build this symbol with our bodies as the cry of living beings from this green forest, this planet, for our continuity as humans and diverse creatures. The symbol of the bow and arrow has three meanings: The first, our aim that every man, woman, and child will decide to care for our planet; The second, the position of defending the rights of indigenous peoples, of nature, of the planet, and of our home the Amazon; The third, to send a message to the world so that each of us helps to protect our home, our air, our water, and

our food. The Datsiparabu ceremony is the purification of our minds, our spirit, our soul, and our hearts. Save the Amazon!"

These words and their message resonate with Indigenous peoples worldwide who face the destruction of their lands, culture and traditions. Mining operations, agricultural development and the endless grab for unoccupied land have forced millions of indigenous people worldwide to get away from their traditional homelands and traditional ways.

VOICES OF INDIGENOUS PEOPLES

Earth

"Every part of the earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every clearing and humming insect is holy in the memory and experience of my people." A Duwamish Chief

"The Earth is the foundation of Indigenous Peoples; it is the seat of spirituality, the fountain from which our cultures and languages flourish. The Earth is our historian, the keeper of events, and the bones of our forefathers. Earth provides us with food, medicine, shelter, and clothing. It is the source of our independence, it is our Mother. We do not dominate her; we must harmonize with her." Hayden Burgess, native Hawaiian

"One has only to develop a relationship with a certain place, where the land knows you and experience that the trees, the Earth and Nature are extending their love and light to you to know there is so much we can receive from the Earth to fill our hearts and souls."

Inti Melasquez, Inca

"Man is an aspect of nature, and nature itself is a manifestation of primordial religion. Even the word `religion' makes an unnecessary separation, and there is no word for it in the Indian tongues. Nature is the `Great Mysterious,' the `religion before religion,' the profound intuitive apprehension of the true nature of existence attained by sages of all epochs, everywhere on Earth; the whole universe is sacred, man is the whole universe, and the religious ceremony is life itself, the common acts of every day." Peter Matthiessen

"We Indian people are not supposed to say, `This land is mine.' We only use it. It is the white man who buys land and puts a fence around it. Indians are not supposed to do that, because the land belongs to all Indians, it belongs to God, as you call it. The land is a part of our body, and we are a part of the land." -- Buffalo Tiger, Miccosukee

"When the last red man has vanished from the Earth, and the memory is only a shadow of a cloud moving across the prairie, these

shores and forests will still hold the spirits of my people, for they love this Earth as the newborn loves its mother's heartbeat." Sealth, a

Duwamish   chief

"When Indians referred to animals as `people' -- just a different sort of person from Man -- they were not being quaint. Nature to them was a community of such `people' for whom they had a great deal of genuine regard and with whom they had a contractual relationship to protect one another's interests and to fulfill their mutual needs. Man and Nature, in short, was joined by compact -- not by ethical ties -- a compact predicated on mutual esteem. This was the essence of the traditional land relationship." Ojibway Magazine

"Our roots are deep in the lands where we live. We have a great love for our country, for our birthplace is here. The soil is rich from the bones of thousands of our generations. Each of us was created in these lands and it is our duty to take great care of them, because from these lands will spring the future generations of our peoples. We walk about with great respect, for the Earth is a very Sacred Place." --Sioux, Navaho and Iroquois Declaration, 1978

Chief Dan Evehema's Message to Humankind

We Hopi people believe that the human race has passed

through three different worlds and life ways since the beginning. At the end of each prior world, human life has been purified or punished by the Great Spirit Massauu due mainly to corruption, greed, and turning away from the Great Spirit's teachings.

The last great destruction was the flood which destroyed all but a few faithful ones who received a permission from the Great Spirit to live with Him in this new land. The Great Spirit said, "It is up to you, if you are willing to live my poor, humble, and simple life way. It is hard but, if you agree to live according to my teachings and instructions, if you never lose faith in the life I shall give you, you may come and live with me." The Hopi and all who were saved from the great flood made a sacred covenant with the Great Spirit at that time.

Read More here http://www.dreamscape.com/morgana/telesto.htm

It is time to be less apathetic, start listening to our indigenous brothers and sisters around the world and start making the changes.

It is time to awaken the Warriors of the Rainbow. This prophecy is the one that has become famous as it foretells the birth of the "Rainbow Warriors", who will save the earth from environmental destruction. The Rainbow Warrior That statue is called the "Rainbow Warrior" in memory of the Indian story called "The Rainbow Warrior." Would you like to hear that story?

Do you know what a rainbow is? Yes, you should, it is a beautiful bow of colors in the sky. A warrior is a brave person. One who has courage instead of being afraid.

Well, the Indians would tell this story to their children around the campfire. The story goes like this:

Some time in the future, the Indians said, the animals would begin to disappear. People would no longer see the wolf, or the bear, or the eagles. And, the story goes; the giant trees would also disappear. And people would fight with each other and not love each other. And, the story goes, the beautiful rainbow in the sky would fade away, and people would not see the rainbow anymore.
Well, children would come. And these children would love the animals, and they would bring back the animals. They would love trees, and they would bring back the giant trees. And these children would love other people and they would help people to live in peace with
each other. And these children would love the rainbow, and they would bring back the beautiful rainbow in the sky. For this reason the Indians called these children the rainbow warriors.
Now let me ask you a question. Do you love animals or hate animals? (We love animals.) Do you love trees or hate trees? (We love trees.) Do you love people or hate people? (We love people.) Do you love the rainbow or hate the rainbow? (We love the rainbow.)
Well, if you love animals and trees, people and rainbows, then maybe you are the rainbow warriors and that is a statue of you.

Awaken Warriors of the Rainbow from your Sleep, start making the changes now.

Edited and contributed by: Fanta Ayalew, Lecturer, SMUC

(Source: Taken from a yahoogroup forum of discussion, 2012 and a world through the looking glass)

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And ye shall hear of wars and rumors of wars: see that ye be not troubled: for all these things must come to pass, but the end is not yet. For nation shall rise against nation, and kingdom against kingdom: and there shall be famines, and pestilences, and earthquakes, in diverse places. All these are the beginning of sorrows. Matthew 24:6-8

Who is the Customer?

Selamawit Negasi, Lecturer and PhD Candidate, SMUC

For a business to progress well and reach its sales and profit goals, it is needless to say that it should abide by the popular rule 'customer is king'. To be able to operate truthfully under this banner, disproving those who say that 'customer is king' is a con, a clear understanding of who the customer is stands out to be the first way forward. Identifying the customer and knowing who exactly the customer is can enable a business to plan the appropriate strategies for the provision of the right service to the customer's/client's needs thereby ascertaining the laying of the foundation for meeting one's objectives.

The notion of identifying who the customer is might sound too obvious. However, there have been instances when failure to have a clear specification of the customer and to gear the business towards the fulfillment of the customer's needs has been a challenge to businesses. When it comes to service offering enterprises, particularly education offering institutions, the problem is more pronounced. Generally, this might be attributed to the perception that one party is considered as an all king. Besides, the nature of the selling material is not like selling a commodity. That is to say, for example, in schools either the teacher, the school or the students are considered as only kings – like in privately owned educational institutions students are the only kings. Besides, providing education is not like selling soap or shoe.

Even then, since the whole notion of 'customer is king 'is about providing quality goods and services, it becomes important to set in action the principles of customer handling and satisfaction in the right place. In education providing institutions, contrary to the disproportional view, which capitalizes on students, the students together with their future employers, on the one hand, are customers alongside with teachers and other staff in the institutions. The institutions should reorganize themselves based on the right understanding of who the customers are and their needs to satisfy all these customers so that they could achieve their goals and expectations. Working with this mindset might lead the institutions to better results.

As mentioned earlier, in order that students might get all the good services, the teachers should understand and work for the fulfillment of what is needed. And for the teachers to be good service providers, the institutions should make it their concern that teachers too are their customers and, therefore, they should work towards fulfilling what is needed to make teachers a satisfied and productive taker-provider. For the institutions to be in good terms with these, responsible bodies should fulfill the needs of the institutions. The chain seems to be continuing but the interconnection is what needs a better realization and functioning. This amounts to putting first the receiver at all levels so that the provider, at all levels again, can operate at best and eventually acquire good results. As Craven Robert states, 'It seems to be upside-down thinking to put your customer's interest ahead of your own – maybe that is why so many businesses are so totally unremarkable, so unmemorable and ultimately unsuccessful."

One of the principles in the 'customer is king' asserts that for a business to be productive, it should fight sameness and provide a different service that beats competitors and registers honest and long-lasting positive impacts or results. To teachers, whose customers are students, this this translates as 'how differently do you teach and how effectively?' This involves upgrading and innovating, if

possible, one's method of teaching. If a teacher teaches in the same way all the time or if a school operates in the same what it looks like eternity, then this is an indication of the lack of awareness about the above mentioned business strategy. At this juncture, the gap can be filled in by creating awareness and also by fulfilling the requirements that the teacher /school–customer needs to be so, for instance. Jointly, there should be an effort put to fight against 'mediocrity' and stand out from the rest, according to marketing principles. Stefan Engeseth asserts that businesses should realize that feeling comfortable with 'mediocrity' is a road to downward spiral. Also, Craven confirms that "Blandness and sameness seem to have become the trademark of our time and yet it takes so little extra effort to make a product or service genuinely personalized or individualized."

Another rule is 'working the Law of the Vital Few'. This is derived from Pareto's Principle which states the 80:20 principle, where the 20 per cent of what is done is the most needed and effective. In the case of customer relationship in higher education it means that the 20 per cent of teaching methods bring the 80 per cent results for the teacher, for example. For the institutions, the 20 per cent input brings 80 per cent out put. Hence, this law dictates that businesses should know the 20 per cent effective areas and work on them to the maximum possible level. Identifying the fruitful 20 factors can allow a product or service provider to:

a. Focus on what is beneficial

b. Avoid what brings less effectiveness

Concentrate on "the vital few and try to cut the trivial many-focus on becoming more effective (otherwise you will become the proverbial busy fool)."

What is more, businesses have a duty to establish good, long-term relationships with customer (both internal and external) provided that their aim is long-term effectiveness. To retain a customer, a business has to care for the customer which lays the ground for a long-term relationship. It is not always the ultimate boss that gets in touch with the ultimate customers. It is also other employees who do that, hence, creating a system that cares for the employee (internal customer) also means setting an example for one employee (one customer) to take care for another customer (external customer). This culture sparks devotion and devotion carries itself to better performance and achievement. What follows here is the need for enterprises to establish customer-initiative program where the principle of 'care for the customer' can be applied at all levels. Enterprises, therefore, need to examine their businesses and to make the necessary adjustments in line with the needs of various customers at different levels.

In regard to this, Craven also emphasizes that "Customer care (relationship marketing and customer excellence / loyalty/ intimacy) can become the central business function, which increases the firm's competitiveness. Staff may well need to change in order to adopt the new philosophy, thus, creating a sense of purpose about the organization."

Still more, in order to maximize effectiveness, businesses have to shift from being a product or service provider to problem-solver, which introduces us to yet another more vital 'customer is king' principle. This principle implies the idea that instead of looking for sales, looking for problems that the client is facing 'allows businesses to bring measurable results towards effectiveness.' In the context of educational institutions, this allows one to set the ground for improved and innovative teaching and research. In fact, it could be a trigger factor in the first place. Situations will start to be viewed through the customer's eyes, so teachers might start to see through the student's eyes, institutions through the teacher's/ student's eyes etc. This in turn would lead to the awareness of the potential areas for

better involvements. According to Craven, "By running your business as if it were a problem solver, suddenly you have a significant role to play for the customer. Your role is that of who figures out what your customers are trying to do and helps them to do it."

What is more, it is needless to say that enterprises should plan and define their positions clearly and specifically with a consideration of the business environment. To survive in the competition and eventually survive in the business, a clear, specifically defined and practical business positioning statement that is free of generalizations and abstractions should be developed by organizations. Of course, this could be worked out together with top-down or down-top parties of the management. Presently in Ethiopia, at a time when the enhancement of quality is simply propagated in abstract terms, action-oriented and down-to-earth realization stands out as the most important strategy to achieve it. Educational institutions should question, for example, whether teachers have a practical understanding of the 'quality' issue in relation to the institutions specified business-positioning. This requires not only having a business positioning but also practically executing it. They should question whether a specified and detailed statement on quality that the teacher, for example, can practically assimilate and translate into the day-to-day teaching is passed down. The same holds true with the interaction between teachers and students and between institutions and employers, etc.

In the final analysis, the notion 'customer is king' leads to a better understanding of the fundamental elements of business but, as it is mentioned at the outset of this article, knowing who exactly the customer is appears to be a burning issue. This might perhaps lead to the realization that the teacher is not the only king as it was maintained in the traditional belief which holds the teacher is the BIG, provider of all. In educational institutions the customers are dependent on one another, which again might lead to the realization that the student may not be an all king as such. In effect, this indicates that a strong realization of the powerful interdependence of the involved parties in the education environment needs a serious reconsideration.

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You achieve customer satisfaction when you sell merchandise that doesn't come back to a customer who does [it].
Stanley Marcus (1905 - 2002)

Serving the customer is not a mechanical act but one that provides an opportunity for fulfillment and meaning.
Michael Hammer (1948 -

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"በሌሎች አገሮች እያንዳንዱን ነገር ብቻ መማር ሳይሆን፦ አዲስ ነገሮችም ይሰራሉ። ስለዚህ ከዛሬ ጀምሮ ስወደፈት ወንድ ልጆችና ሴት ልጆች ሁሉ ክስዴስት ዓመታቸው ጀምሮ እስከ ዐሥራ ወደ ትምህርት ቤት እንዲገቡ ይሁን።

"ልጆቻቸውን ስማስተማር ስማይተጉ ቤተሰቦች፦ ወላጆቻቸው ሲሞቱ ንብረታቸው ስልጆቻቸው መሆኑ ቀርቶ ስመንግስት ይተላለፋል። ተማሪ ቤቶችና አስተማሪዎችን የሚያዘጋጀው መንግስቲ ነው።"

በ18ኛው ክፍለ ዘመን ማገባደጃ እና በ19ኛው ክፍለ ዘመን መባቻ ላይ የተነገረው ይህ አዋጅ በጥቅሉ ስዘመናዊ ትምህርት በኢትዮጵያ ፋና ወጊ እንደሆነ ይቆጠራል። በወቅቱ ዘመናዊ ትምህርት ትውፊታዊ የኦርቶዶክስ ትምህርትን ያጠፋል የሚል ስጋት በቀሳውስቱ እና በምዕመኑ ዘንድ ስለነበር፦ ዳግማዊ ምኒልክ 'ክርስትና እንዳይጠፋ' የሚል ማግባቢያ በአዋጃቸው ውስጥ የግድ ማካተት ነበረባቸው።

ስለዘመናዊ ትምህርት በኢትዮጵያ እንዴት ተወልዶ ዛሬ ላይ እንደደረሰ ስናወጋ፦ እግረ መንገዳችንን የጥንታዊውንና መካከለኛውን ዘመን ትምህርት ምን እንደሚመስል ማውራታችን አይቀርም። ከዚያው እንጀምር፦

ትውፊታዊ ትምህርት በኢትዮጵያ

ሪቻርድ ፓንክረስት "የቤተክርስቲያን ትውፊታዊ ትምህርት (traditional education) የሚጀምረው በድምጽ በተፈጠሩ፦ እያንዳንዳቸው ሰባት ርቢ ባላቸው 26 ፊደላት ቆጠራ ሲሆን

'መልዕክተ ዮሃንስ' በመባል የሚታወቀውን ጽሁፍ ማንበብ ከፊደል ቆጠራ ተከታዩ እና የመጀመሪያው ደረጃ ነው።" ሲሉ ዐፈዋል። ከዚያ ጽህፈት ይከተላል፤ በሦስተኛ ደረጃ የሐዋርያት ሥራ ጥናት፣ ጸሎት እና የሒሳብ ስሌቱ ይቀጥላል። ይህ ዓይነቱ ትውፊታዊ ትምህርት የተወለደው ከ3,000ዓመት በፊት እንደሆነ ይነገራል - የዳበረው ደግሞ ክርስትና ወደኢትዮጵያ መግባቱን ተከትሎ ነው።

የግዕዝ ፊደላት የጥንታዊ ሳባ ግዛት ከነበረችው ደቡብ አረቢያ ስልጣኔ የተወረሰ /እያደገ የመጣ/ እንደሆነ አንዳንድ ታሪካዊ ጥናቶች ይጠቁማሉ። ፊደላቱ ከክርስቶስ ልደት በፊት 2,000 ዓመታት ቀደም ብለው የተፈጠሩ እንደሆነ ቢነገርም፦ በኢትዮጵያ የግዕዝ ትምህርት በሰፊው የተጀመረው ግን በንጉሥ ኢዛና በኩል ኢትዮጵያ ክርስትናን ከተቀበለችበት ከአራተኛው ክፍለ ዘመን በኋላ ነበር።

በኢትዮጵያ የቤተክርስቲያን ትውፊታዊ ትምህርት ውስጥ የሒሳብ ስሌቶች እንደነበሩ የሚገምቱ ወይም የሚያውቁ ጥቂቶች ናቸው፡፡ ሆኖም የቀን አቆጣጠርን በተመለከተ ብዣ እጅግ ውስብስብ የሆነ ትውፊታዊ ስሌቶች እስካሁንም ድረስ በቤተ ክርስቲያን ትምህርት ውስጥ አሉ፡፡

በዘመናዊ የሒሳብ ቀመሮች የምናውቃቸው ስሌቶችን (በተለይም ማባዛትን እና ማካፈልን) በተመለከተ ፖውል ሬኒ የተባለ ተመራማሪ "Ancient Numerals and Arithmetic" በሚል ርዕስ ባቀረበት ጥናታዊ ጽሑፋቸው የጥንታዊ ግብዛውያን፣ ኢትዮጵያውያንና ባቢሎናውያን የሒሳብ ስሌቶችን ተንትነዋል፡፡ በዚህ ጥናት ውስጥ ኢትዮጵያውያን ይጠቀሙበት የነበረው ስሌት ቀዳሚውን ስፍራ የያዘ ሲሆን ለዘመናዊው የሒሳብ ስሌት ፈር ቀዳሽ እንደሆነ ተጠቅሷል፡፡ የጥንታዊ ኢትዮጵያውያን የሒሳብ ስሌቶች ዜሮን ስለማያካትቱ፣ እንደ ፖውል ሬኒ "ምንም እንኳን የግብዛውያን የማባዛት ስሌት የተሻለ ቢሆንም፣ የኢትዮጵያውያኑ ቀለም ላይ ተመስርቶ ያደገ ሳይሆን አይቀርም፡፡"

ይሁንና እንደዚህ ለዘመናዊ ትምህርት መሠረት ሊሆኑ የሚችሉ ትውፊቶች ከትውልድ ትውልድ ሊሸጋገሩ አልቻሉም፡፡ እንዲያውም ዘመናዊ ትምህርት በኢትዮጵያ ያቆጠቆጠ በ19ኛው ክፍለ ዘመን ማገባደጃ ላይ እንደነበር የታሪክ ድርሳናት ይመሰክራሉ፡፡ ለዚህ እንደዐቢይ ምክንያት ሊሆኑ ይችላሉ ብሎ የዚህ ጽሑፍ አቅራቢ የሚገምታቸው መንስኤዎች የሚከተሉትን ይጨምራሉ፡-

• ዘላቂ አደረጃጀት የነበራቸው የትምህርት ተቋማት አለመኖራቸው፣

(ይህም በተለይ እ.ኤ.አ. በ969ዓ.ም የተመሰረተው የግብፁ አልዛር ዩንቨርስቲንና በ1026ዓ.ም. ተመስርቶ እስከዛሬ መዝለቅ የቻለውን የኦክስፎርድ ዩንቨርስቲን ስንመለከት ጥንታዊ ዕውቀትን ለዘመናዊው ትውልድ ለማስተላለፍ የሚኖራቸውን ድርሻ መረዳት እንችላለን፡፡)

• ተደጋጋሚ ጦርነቶች መበራከታቸው፣ (ጥንታዊት ኢትዮጵያ በተለያዩ ጊዜያት ንግሥናን በማስከበር፣ ግዛትን በማስፋፋት እና እንዳንዬም በሃይማኖታዊ ምክንያቶች ሳቢያ የእርስ በእርስ ጦርነቶችን እንዲሁም ከውጭ ወራሪዎች ጋር ጦርነቶችን አካሒዳለች፡፡ እነዚህ ጦርነቶች ትውፊታዊ ትምህርቶችን እንዳይስፋፉ፣ ይልቁንም እንዲወድሙ ምክንያት ሆነዋል፡፡)

ዘመነ አስኬላ

የ19ኛው ክፍለ ዘመን መባቻ ኢትዮጵያ ከትውፊታዊው የቤተክርስቲያን ትምህርት፣ በወቅቱ አስኬላ የሚል ስያሜ ወደተሰጠው ዘመናዊ ትምህርት ለመሸጋገር ዳዴ ማለት የጀመረችበት ወቅት ነው፡፡ አፄ ቴዎድሮስ (ዳግማዊ) ጋፈት ላይ አሁን በተደራጀና በዘመናዊ መልኩ የቀረቡትንና የቴክኒክና ሙያ ትምህርት ስልጠና የምንላተውን የመሰለ፤ የወጣቶች ማሰልጠኛ የመክፈት ሕልም ነበራቸው፡፡ ምንም እንኳን ወነፈው የንጉሡ ዓላማ የጦር መሳሪያ ማምረት ቢሆንም፣ በዘመናዊ መልኩ የተደራጀ ማሰልጠኛ ለመክፈት በማሰብ ግን ታሪክ በኢትዮጵያ የመጀመሪያው ሲል ይዘክራቸዋል፡፡ ያም ሆኖ በወቅቱ ከነበረው የተዛባ ባሕላዊ አስተሳሰብ የተነሳ፣ ማሰልጠኛ ይቋቋምበታል ተብሎ በታለመው ጋፈት በጦር መሳሪያ ምርት እንዲሳተፉ የተደረጉት

የተገለሉት እና ‹ቀጥቃጭ/ሞረቴ/ቡዳ› በሚል ቅጽል ስም ተለይተው የሚታወቁት ኢትዮጵያውያን ብቻ ነበሩ፡፡

ከዚያ በኋላ ባሕሩ ዘውዬ "የኢትዮጵያ ታሪክ" በሚለው መፅሃፋቸው ላይ እንዳስቀመጡት "የመደበኛ ትምህርት በኢትዮጵያ መስፋፋትን በተመለከተ በምኒልክ ዘመነ መንግሥት ፍጻሜ አካባቢ አንድ ዐቢይ ድርጊት ተከስቷ ነበር፡፡ ይህም በንጉሡ ነገሥቱ ስም የሚጠቀው ትምህርት ቤት በ1900ዓ.ም. መከፈቱ ነው፡፡"

ዳግማዊ ምኒልክ ይህንን ያደርጉ እንጂ መንገዱ ሁሉ ጨርቅ ሆኖላቸው ነበር ማለት አይቻልም፡፡ በወቅቱ ዘመናዊ ትምህርት ሃይማኖትን ያጠፋል የሚል ስጋት ስለነበር፤ ኢትዮጵያን በሃይማኖት ትመስላት ከነበረች ከግብፅ መምህራንን ማስመጣት የግድ ነበር፡፡

ከግብፅ የመጡት መምህራን ከኢትዮጵያውያኑ ተማሪዎች ጋር የቋንቋ መግባባት ችግር ነበረባቸው፡፡ ይህንኑ ተከትሎ መምህራኑ ተጋሪዎች በመሆናቸው ብዙዎቹ ተማሪዎች (የተቀጣጠሉ የሚኒንት ልጆች እንደሆናቸው) ትምህርታቸውን እየጠሉ እቤታቸው መቅረት ጀምረው ነበር፡፡ ይህንን የታዘቡት ዳግማዊ ምኒልክ ለያንዳንዱ የመሳፍንት ቤተሰብ የተማሪዎቹን ስም ዝርዝር አያስፈሩ የማስጠንቀቂያ ደብዳቤ እስከመጻፍ ደርሰው ነበር፤ ያውም በዕድሜያቸው ማክተሚያ ሰሞን ደብረሊባኖስ ለፀበል በተቀመጡበት ወቅት፡፡ መኳንንቱም በበኩላቸው የንጉሡን ትዕዛዝ ለማክበር ሲሉ ብቻ ከጠሲቸው አሽከሮች መካከል እያመረጡ ወደ ትምህርት ቤት መላካቸው፣ አስደማሚ ታሪካዊ ትዝታ ነው፡፡

"A History of Ethiopia in Pictures: from ancient to modern times" በሚለው መጽሐፋቸው ጂኦፍሪ ላስት፣ ሪቻርድ ፓንክረስት እና ኤሪክ ሮብለን "[በ1917ዓ.ም.] እሳቸው [ንጉሡ] ተፈሪ መኮንን የተባለውን ትምህርት ቤት ከፈቱ፡፡ ከዚያም 'ማንም ኢትዮጵያን የሚወድ ትምህርት ቤቶችን ለማቋቋም ሊገደደው ይገባል' የሚል ዜና አስነገርዋል፡፡ በ1923ዓ.ም ደግሞ ንግሥቲቱ 'እቴጌ መነን' የተሰኘውን የልጃገረዶች ትምህርት ቤት አቋቋሙ፡፡ እንዲህ፣ እንዲህ እያለም የዘመናዊ ትምህርት ቤቶች መስፋፋት ከቀድሞው በተሻለ ነገር ግን በአዝጋሚ ፍጥነት መንዘን ቀጠለ፡፡

በዚያን ወቅት የትምህርት መስጫያው ቋንቋ (በ1933ዓ.ም. በእንግሊዝኛ ከመተካቱ በፊት) ፈረንሳይኛ ነበር፡፡ ከ1904ዓ.ም. በኋላ በድሬዳዋና በአዲስ አበባ የአልያንስ ፍራንሴዝ ትምህርት ቤቶች መቋቋም፣ ይህን የፈረንሳይ ባሕላዊ የበላይነት ይበልጥ አጠናክሮታል፡፡ የተፈሪ መኮንን ትምህርት ቤትም ከ1923ዓ.ም. በፊት ለተማሪዎቹ የሚሰጠው የፈረንሳይ መንግስት ሠርቲፊኬት ፈተናዎችን ነበር፡፡ ከተጠቀሰው ጊዜ ወዲህ ግን ትምህርት ሚኒስቴር ራሱን የቻለ መሥሪያ ቤት ሆኖ በመቋቋሙ፣ በመጠኑም ቢሆን ኢትዮጵያዊ ቀለም ላላቸው ትምህርት ቤቶች መመስረት እና ትምህርት አሰጣጣቸውም ለኢትዮጵያውያን ተስማሚ እንዲሆን አስተዋዕያ ማድረግ ጀመረ፡፡

ድኅረ ጣልያን

ጣልያን ከኢትዮጵያ በሽንፈት ከተሰናበተችበት ከ1933ዓ.ም. በኋላ፤ ምንም እንኳን ሙሉ ለሙሉ የአገሪቱ የትምህርት ፍላጎት ሊረካ ባይችልም፣ በኢትዮጵያ የትምህርት ተቋሞች መጠነኛ እድገት ማሳየት ችለዋል፡፡ ባሕሩ ዘውዴ በጠቀሰው መጽሐፋቸው እንዳሰፈሩት በወቅቱ 700,000 የሚደርሱ ተማሪዎችን የሚያስተናግዱት "ትምህርት ቤቶች በሙሉ በመንግሥት የተቋቋሙ አልነበሩም፡፡ አያሌ የሚሲዮንና የግል ትምህርት ቤቶች ከመከፈታቸውም በላይ እያደር በሕዝቡ መዋጮ የሚሠሩት ትምህርት ቤቶች ቁጥርም እየተበራከተ" መጥቷል፡፡

እንዲያም ሆኖ በጉልህ የሚስተዋሉ ፈተናዎች በትምህርት ዕድገት ላይ ተጋርጠው ነበር፡፡ የሴት ተማሪዎች ቁጥር ከወንዶቹ አንፃር እጅግ ማነሱ እና የትምህርት ተቋሞች ስርጭት በተወሰኑ ቦታዎች ብቻ መገደቡ ዋነኛ ፈተናዎች ነበሩ፡፡ አብዛኛዎቹ ትምህርት ቤቶች የተከፈቱት በኤርትራና መሐል አገር (ሸዋ አካባቢ) ነበር፡፡

ከዚያ በኋላ የሁለተኛ ደረጃ ትምህርት ቤቶችም በአገሪቱ ይከፈቱ ጀመር፡፡ በወቅቱ ዝና ያተረፉት ሁለተኛ ደረጃ ትምህርት ቤቶች የቀዳማዊ ኃይለ ሥላሴ ሁለተኛ ደረጃ ትምህርት ቤት እና ጄኔራል ዊንጌት ናቸው፡፡

ከፍተኛ ትምህርት በኢትዮጵያ የተጀመረው ደግሞ በ1943ዓ.ም. የአዲስ አበባ ዩንቨርስቲ ኮሌጅ ሲመሰረት ነበር፡፡ ይህንን ተከትሎ በአምስት አመታት ውስጥ የመሃንዲስ ኮሌጅና የሕንፃ ኮሌጅ በአዲስ አበባ፣ የእርሻ ኮሌጅ በዓለማያ፣ የጤና ጥበቃ ኮሌጅ በጎንደር ተከፈቱ፡፡ በመጨረሻም እነኚህን ሁሉ በአንድ ጠቅልሎ እንዲያስተዳድር የቀዳማዊ ኃይለ ሥላሴ ዩንቨርስቲ (የአሁኑ አዲስ አበባ ዩንቨርስቲ) ተመሰረተ፡፡

እንደዚያም ሆኖ እስከ "አብዮቱ ፍንዳታ" ድረስ ፈደል የቆጠሩ ሰዎች ቁጥር እጅግ አነስተኛ ነበር፡፡ ከ1971ዓ.ም. ጀምሮ ለአራት ዓመታት የተካሄደው የመሠረተ ትምህርት ዘመቻ ግን ፈደል የቆጠሩ ኢትዮጵያውያንን ቁጥር ከ8.8 በመቶ ወደ 50 በመቶ አሳድጎታል፡፡

በ2001ዓ.ም. የትምህርት ሚኒስቴር መረጃ መሠረት በአሁኑ ወቅት በኢትዮጵያ ውስጥ 23 የመንግስትና ከአርባ በላይ የግል ከፍተኛ ተቋማት የዲግሪ መርሐ-ግብር ትምህርቶችን እየሰጡ ይገኛሉ፡፡ በ2001ዓ.ም. 25,212 የመጀመሪያ ደረጃ (ከ1-8ኛ ክፍል የሚያስተምሩ)፣ 1,197 ሁለተኛ ደረጃ (ከ9-12ኛ ክፍል የሚያስተምሩ) ትምህርት ቤቶች እና 458 የቴክኒክና ሙያ ትምህርት ማስልጠኛ (TVET) ተቋማት በመላው አገሪቱ እንደሚገኙ የትምህርት ሚኒስቴሩ ዓመታዊ ስታትስቲክ አስፍራል፡፡ በዚሁ ዓመት፣ በተማሪዎች ምዝገባ የግል ከፍተኛ ተቋማት ድርሻ 17.3% ነበር፡፡ በጥቅሉ በትምህርት ሽፋን ጥሩ ዕድገት እየተመዘገበ እንደሆነ ቁጥሩ ይነግራል፡፡

የምርምር ተቋማት በኢትዮጵያ

በኢትዮጵያ የመጀመሪያው የምርምር ተቋም፣ አሁንም ድረስ የሰው እና የቁስ ሃብት እጥረት ችግሩ እንዳልተቀረፈ የሚነገርለት፣ በአዲስ አበባ ዩንቨርስቲ ስር በ1956ዓ.ም. የተመሰረተው የኢትዮጵያ ጥናት ተቋም /Institute of Ethiopian Studies (IES)/ በመባል የሚታወቀው ተቋም ነው። ከዚያ በተሻገረ በምርምር ረገድ ኢትዮጵያ ዝናን ያተረፉ የምርምር (think-tank) ተቋማት አላፈራችም ለማለት ያስደፍራል። በርግጥ አንዳንድ መንንግስታዊ ከሆነ የምርምር ተቋማት ቀጥሎ፣ አሁን፣ አሁን ብቅ ጥልቅ የሚሉ መንግስታዊ ያልሆኑ የምርምር ተቋማትም አሉ፣ ከዚህም መካከል በተለያዩ ማሕበራዊ ጉዳዮች ላይ የምርምር ዐውደ ጥናቶችን በማስናዳት የሚታወቀው የማሕበራዊ ጥናት መድረክ/Forum for Social Studies (ማጥመ/FSS) ይገኝበታል። በሌላ በኩል ሳይጠቀሱ የማይታለፉት፣ ጥቂት የመንግስት (አዲስ አበባ፣ ጅማ፣ ሃሮማያ፣ መቀሌ እና ባሕርዳርን የመሳሰሉት) ዩንቨርስቲዎች ጎልቶ የወጣ ባይሆንም፣ ተስፋ ሰጪ ሊባል የሚችል የምርምር ስራዎችን እንደሚያካሂዱ ይታወቃል። ከግል ከፍተኛ ተቋማት መካከል ደግሞ በተለይ ዩኒቲ ዩንቨርስቲ እና ቅድስት ማርያም ዩኒቨርስቲ ኮሌጅ ዘጠኝ እና ስምንት (እንደቅደም ተከተላቸው) ዓመታዊ፣ ብሔራዊ የምርምር ስራዎችን በመደገም እና ዐውደ ጥናቶችን በማካሄድ የግል የትምህርት ዘርፍም ለኢትዮጵያ ትምህርት እና ለምርምር ዕድገት ጉልህ እገዛ እንዲያደርግ የበኩላቸውን

ጥረት እያደረጉ እንደሆነ መረዳት ይቻላል። (ቅድስት ማርያም ዩንቨርስቲ ኮሌጅ በየዓመቱ የሚያዘጋጃቸው ዐውደ ጥናቶች በግል የከፍተኛ ትምህርት ዕድገት ላይ ያነጣጠሩ ናቸው፤ በተጨማሪም የተማሪዎች ምርምር መድረክን በማመቻቸት የመጀመሪያው ነው።)

ማሳረጊያ

ዘመናዊ ትምህርት በኢትዮጵያ አሁንም ድረስ የሚያኮራ ደረጃ እንዳልደረሰ የሚስማሙ ብዙዎች ናቸው። በመሠረቱ በኢትዮጵያ የከፍተኛ ትምህርት ተቋማት ውስጥ የተገኘ ዲግሪ በተለይም በምዕራቡ ዓለም ውስጥ በትምህርት ለመቀጠል ለሚፈልጉ ካልሆነ በቀር ለሥራ እምብዛም ተፈላጊነት የለውም። ይህም ማለት የከፍተኛ ትምህርት ተቋሞቻችን ዓለም አቀፍ ተወዳዳሪነት ያንሳቸዋል ማለት ነው።

ለጠቅላላው የትምህርት ዕድገት ከኢትዮጵያ፣ ትምህርት ሚኒስቴር በተጨማሪ የከፍተኛ ትምህርት አግባብነት እና ጥራት ማረጋገጫ ኤጀንሲ (HERQA - በአዲሱ መዋቅር 'የትምህርትና ሥልጠና ጥራት ማረጋገጫ ኤጀንሲ /ETQAA/')፣ የከፍተኛ ትምህርት ስትራቴጂክ ማዕከል (HESC)፣ የሃገር አቀፍ ፈተናዎች ድርጅት እና ሌሎችም ገንቢ ሚና እንዲጫወቱ በመታሰብ ተፈጥረዋል። የትምህርት ሽፋን በመላው ሃገሪቱ ይበል የሚያሰኝ ዕድገት እያሳየ ቢሆንም፣ የከፍተኛ ትምህርት በተለይም ከጥራት ጋር በተያያዘ ፈተናዎች ተጋርጠውበታል። ከቅርብ ጊዜ ወዲህ የሚወጡ ምፉቃን ብቁ ተወዳዳሪ እንዳልሆኑ በብቃት

ማረጋገጫ ፈተናዎች ላይቀር እየተስተዋለ ነው። ችግሩ የመንግሥት ተቋማት ምሩቃንንም የሚመለከቱ ናቸው።

የግል ሁለተኛ ደረጃ ትምህርት ቤት ተማሪዎች በሃገር አቀፍ ፈተናዎች ላይ የሚያስመዘግቡት ውጤት ከመንግስት ተማሪዎች ውጤት እጅግ የላቀ ነው። ጎልተው እየወጡ ያሉት አንዳንድ የግል ከፍተኛ ተቋማትም ይሆኑኑ እውነታ በመንግሥት ዩኒቨርስቲዎች ላይ ወደሚደግሙበት አቅም እያገሰገሱ መሆኑን መካድ አይቻልም። አሁን እንደተንደለ ለታመነበት የጥራት ችግር መፍትሄው በኢትዮጵያ ትምህርት ጥራት እና ዕድገት ላይ የምርምር ሥራዎችን እየሰፉ የማጎልበቻ ብልሃት የሚጠቁሙ አካላትን መፍጠር ወይም የተፈጠሩትን ማበረታታት ብቻ ነው።

ዋቢ ንባቦች:-

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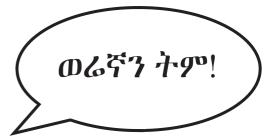
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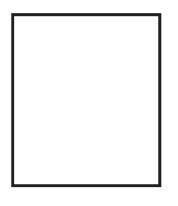
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✋ ✋ ✋

ዳሰሳ

ወሬኛን ትም!

ካሃ ዘልቀ፤ በጡረታ ላይ የሚገኙ የቀድሞ የሕ/ግ ባለሙያ

« ጦር ከፈታው ወሬ የፈታው » የሚለው ይትበሃል ከአበው ሲወርድ ሲወራረድ የመጣ መሆኑ ብቻ ሳይሆን የአንድ ዘመን ብቻ ተረት ሆኖም አልቀረም :: ይዳባ ብሎ በአዜ ምኒልክ ዘመነ መንግሥት ማኅበረሰቡ በወሬ እንዴት ይታመስ እንደነበር ምክር አዘል ስንኝ አስቀጭቷል::

« በአዲስ አበባ ወሬ በንጦጦ ንፋስ ፤ እያያችሁ አውሩ ምንተ ክርስቶስ:: »

በዚያን ዘመን በአዲስ አበባ ወሬ ምን ያህል ፈጣን እንደነበረና ችግር ፈጣሪነቱ ስለጉዓ ፤ ግራ ቢያጋባቸው የዚያን ዘመን ሰዎች ክርስቶስ አንድ እንዲላ ተማጽነዋል::

በዚያን ዘመን አዜ ምኒልክ ከሹማምንቱ ጋር በምሥዋጢር ስብሰባ አካሂደው የሚወስኑት ውሳኔ አዋጅ ሆኖ ከመውጣቱ

በፊት ከሕዝብ ጆሮ ደርሶ በየመጠጥ ቤቱና በየአደባባዩ የመወያያ ጉዳይ እየሆነ ስላስቸገራቸው አንድ ዘዴ ስለመዘየዳቸው የሚነገርላቸው አፈ ታሪክ አለ:: አጤው አንዱን ባላገር ያስጠሩትና ቤተ መንግሥት ይገባል:: እንደደረሰም እጅ ነስቶ ከፈታቸው በድንጋጤ ይቆማል ::

« አይዞህ አትፍራ ፤ ያስጠራንሁ ለቁም ነገር ነው፤ ምሥዋጢር ደባቂ እንደሆንክ ይነገራል፤ እውነት ነው?»

ይሉታል:: « ይሆናላ ጌታዬ፤እኔ ምናባቴን አውቄ?» ይልና አንገቱን ያቀረቅራል::

«የምልሆን ክልብ አዳምጥና በምሥዋጢር ያዘው! »

« እሺ ጌታዬ ምን ገዶኝ:: »

« ሰሞኑን ቀንድ አወጣለሁ ፤ይህችን ምሥዋጢር ከሌላ ሰው ጆሮ ደርሶ ብሰማ ወዮልህ! በል በመጣህበት እግርህ ተመለስ:: » ብለው ያሰናብቱታል::

ምሥዋጢሩ የተነገረው ሰው ራሱ ሊፈነዳ ደረሰ፤ ለሚስቱ ሊናገር ከጆለ ፤ "ለጉረቤት ብታወራስ?" አለና ቻለው:: ለንደኛው ለመንገር ፈለገ ፤ ፍርሃት ዋጠውና ዝም

አለ:: ለማን ነግሮ ትንሽ ተንፈስ ሊል እንደሚሻለሁ ቢያወጣ ቢያወርድ በሁሉም ሰው ላይ እምነት አጣ::

ለብዙ ቀናት ከራሱ ጋር ሲታላ ከቆየ በኋላ አንድ መላ መጣለት፤ ውስጣዊ ስሜቱም ተቀበለው፤ መንገድ ጆመረ ፤ከሠፈሩ ብዙም እርቆ አልሄደም:: ዙሪያ ገባውን ቃኘ –እንኳን ሰው ወፍም ዝር አይል:: ገልመጥ ፤ ገልመጥ አደረገና እንደመጉንበስ ብሎ የመሬቱን አፈር በጣቶቹ ጫር ጫር አደረገ:: አፉን ወደቆፈረው ጉድጓድ ተክሎ « ንጉሡ ሰሞኑን ቀንድ ያወጣሉ!» አለና በረጅሙ ተነፈሰ:: የማሳትን ጉድጓድ አፈር መለስ አደረገና በቀኝ እጁ መዳፍ ተምትሞ ወደቤቱ ተመለሰ:: ቀለል አለው:: ከጥቂት ጊዜ በኋላ እንዳጋጣሚ ከአፈሩ ጋር አብራ የገባች የቅሌ ፍሬ በቅላ አደጋ አፈራች:: አካባቢው ያሉ ነዋሪዎች የበሰለውን ቅል ቆርጠው ወደ ገበያ ወሰዱት:: አንዳንዱ ለጥጥ መንደፊያ ዋለ:: የደጋኑን ቀጭን ጅማት ሲያነዙፉበት የሚያሰማው ድምፅ «ንጉሡ ቀንድ ሊያወጡ ነው፤ አጤ ቀንድ አወጡ!» ሲል ተሰማ::

ለሴሎችም አገልግሎት የሚሰጡ የዚሁ ቅል ውጤቶች ተመሳሳይ ድምፅ ያሰሙ ጀመር፡፡ የሰማው ሁሉ በሁኔታው ሲገረምና ሲደነቅ ወራው በከተማዋ ሁሉ ናኘ ፡፡ እምብዛም ሳይቆይ አዬ ምኒልክ ጆሮ ደረሰ ፡፡ የሰሙትን ሁሉ የቅርብ ባለሙዋሎቻቸው ሁሉ አጫወቱቸው፡፡ በተለይ «ንጉሁ ቀንድ አወጡ!»የሚለው የቅሎች ድምፅ በርካታ መሆኑ ተነገራቸው፡፡

በሁኔታው በጣም በመገረም ምሥጢር እንዲደበቅ የተነገረውን ባላገር አስጠሩት፡፡ እሱም እየተርበተበተ ቀርቦ ከፊታቸው ቆመ፡፡

«እንዬት ታማኝ ነህ ብለን የነገርንህን ለሌላ አሳልፈህ አወራህ? » አሉት፡፡ «ጌታዬ ለማንም አላወራሁም ሚስቴን እንኳ አላመንኳትም፡፡ ግን ለራሴ ብቻ መያዝ ስላስጨነቀኝና የማወራው ስፈልግ ሁሉንም ሰው ባለማመኔ መሬቱን ጭር ጭር አድርጌ ንጉሁ ቀንድ ሊያወጡ ነው' ብዬ አፈሩን መለስኩት፡፡ እንግዲህ እንኳን ሰው መሬቱም አይታመንም ማለት ነው፡፡ አጥፍቻለሁ ንጉሩ ይማሩኝ» ብሎ ከንቱሁ ም ሕረት እንደተደረገለትና በሰላም ወደ ቤቱ እንደተመለሰ አፋዊ ታሪክ ሆኖ አሁን ድረስ እየተነገረ ይገኛል፡፡

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ጨዋታን ጨዋታ ያነሳዋል ፡፡ በ1960ዎቹ የሰማሁትንና ያየሁትን የወሬ ወረርሽኝ ላጫውታችሁ፡፡ ቦታው ዮሴፍ መካነ መቃብር ነበር፡፡ በከተማው አስደንጋጭና አጋኒ ወሬ ተናፈሰ፡ ይኸውም «መቃብር ውስጥ ያለው ሙት ልክ በአሥር ሰዓት ሃስት ጊዜ እያቃጨለ ድምፅ ያሰማል ፤ ቀጥሎ ስለዓለም ፍፃሜ ይሰብካል» የሚል ነበር፡፡

የአዲስ አበባ ወሬኛ እንኳን ይህቺን አግኝቶ እንዲያውም እንዲያው ነውና እንደ ጉድ

ባገነው ትራንስፖርት ወደ ዮሴፍ ነጎደ፡፡ እኔም ከሌሊቱ አሥር ሰዓት በሬት ደረስኩ ፤ ነፍሱን ይማረውና ጋዜጠኛ ጸውሎስ ኞኞም በቦታው ተገኝቶ ከፊት ለፊት ቆሞ አየሁት፡፡ አንድ ዲያቆን መጣ ከመቃብር አጠገብ ቆመ፡፡ ለተሰበሰበው ሕዝብም እንዲህ ሲል ተናገረ፡፡

«ልክ አሥር ሰዓት ሲሆን የቃጭል ድምፅ ይሰማል፤ ሃስት ጊዜ ነው ፤ ከዚያ ስለምፅዓት ይናገራል ፤ ክርስቶስ ምን ይሳነዋል፡፡» እያለ ደጋግሞ ገለፃ አደረገ፡ የተጠበቀው አሥር ሰዓት እየተቃረበ መጣ፡፡ ሁሉም ዐይኖቹን ሰዓቱ ላይ ደጋግሞ ተከሰ፡ ድንገት የቃጭል ድምፅ ተሰማ፡፡ ለወደ ያሰረው ሕዝብ ወዲኀላው ሲሸሽ አንዱ ባንዱ ላይ እየተነበበረ ትልቅ ጉዳት ደረሰ፡፡

ጸውሎስ ኞኞ እንደተጋዘመ ዐይኖቹን መቃብሩ ላይ አሳረፈ፡ ለሚች ፎቶ ሽፋን የተዘጋጀችው መስታወት ነፍስ በካት ቁጥር ማቃጨሊን ቀጥላለች ጸውሎስ በረቱ ተሰዖ በጣቱ ጬን አላተ ፤ ፀጥ አለች፡ ለቀቃታ–ነፍስ ሲነካት ደግማ አቃጨለች ፤ የሚሰማ የሙት ንግግር ግን ፈጽሞ አልነበረም፡፡

ወደ ኂላ አፈግፍጎ ከሩቅ በፍርሃት ይመለከት የነበረውን የወሬ ሠራዊት ጠርቶ ሁኔታውን አስረዳ ፡፡ በተግባርም አሳያቸው፡፡ በነፍስ ምክንያት ድምፅ የምታሰማው መስታወት የሞተውን ሰው ነፍስ አዘርታ ለማናገር አበቃች፤ ብዙ የተባለለት የምፅዓት ስብከትና ማስጠንቀቂያ በሬ ወለደ ወሬ መሆኑ ተረጋገጠ ሁሉም በመጣበት እግሩ በሞኝነቱ ስቆ ወደየመጣበት ተመለሰ፡፡

ምን ይዬ ብቻ፡ በዚያው ዘመን ደግሞ እንዲህ ሆነላችሁ፡ « ራስ መኮንን ድልድይ ወንዙ አለት ላይ የተቆራረጠ የሰው እጅ በጋዜጣ ተጠቅልሎ ተጥሏል» የሚል ወሬ ተናፈሰ፡፡ የወሬ እፍታው ከጠዋቱ

የደረሰው የፒያሳና አራት ኪሎ ሰው እንዲሁም የወሬ ሱስ የጠናበት መንገደኛ ሁሉ የድልድዩን ጠርዝ አስጨንቆታል፡፡ የአባ ዲና ፖሊሶች እስኪመጡ ወደ ወንዙ ሕዝቡ እንዳይወርድ ፖሊሶች በመከላከል ላይ ናቸው፡፡ ጋዜጠኞች መጡ ፤ ግና ከመድረሳቸው ራሳቸውን ይዘው

«አቤት! እምነ ዘመን ላይ ደረስን? ከጠዋት ጀምሬ የዚህን ጭካኔ ጉድ ለማየት ቆሚያለሁ » እያሉ ሲበክስኩ ከበሬ ስዎች መካከል አንዱ ጠጋ ብሎ ፤ «እማማ ወርደው አይተው ነበር?»አላቸው፡፡

«እንዲህ ዓይነቱ ጭካኔ እንዬት ይታያል ፤ ፖሊሶች ሳይመጡ ወርደው አይተው የመጡ ነገሩኝ፡ አቤት ጭካኔ ... » «ምን አሉዋት?» «የጥፍራ ቀለም እንኳን አልደረቀም !» አሉኝ ልጀ፡ አይ ዘመን? ሁሉም በየሬነው እንዳሮጊቱ የሰማውን ወሬ ሲያብጠለጥል የአባዲና ፖሊሶች ከተፍ አሉ፡ ለወደ ባለፈሰረው ሕዝብ መከላከል ሰንጥቀው ወረዱና በጋዜጣ ከተጠቀለለው ነገር «የእጅ ቁርጥራጬ» ሁኔታ ለማየት ጥቅሉን በጥንቃቄ በመቀስ ተሬትሬ አደረጉት፡፡ በእጅ ቁርጥራጭ ፈንታ የተገኘው የጨት ገረባ ሆኖ አረፈው፡፡ አባዲንዎቹ የአዲስ አበባ ወሬኞች በፈጠሩት ያልተረጋገጠ ወሬ ምክንያት በከንቱ መድከማቸውን እየተራገሙ ራሳቸውን በአግራሞት በማወዛወዝ ወደመጡበት ተመለሱ፡ ለወደ ያስፈሰፈረውም ሕዝብ ተበተነ፡፡ «ጉድና ጀራት ወደኂላ ነው» በዚህ ዘመን ደግሞ ሌላ ወሬ ተሰማ የአዲስ አበባ ሕዝብ ዳር እስከዳር ተነቃነቀ፡፡ ነገሩ እንዲህ ነው፡፡

«አሮጌው አውሮኘላን ማረፊያ ጦር ኃይሎች አካባቢ አንድ ወንድና ሴት ከትዳራቸው ውጪ ሲማግጡ ቅዱስ ገብርኤል በዕለተ

ቀኑ አጣበቃተው፤ ለማለያየት ቢፈለግ አልተቻለም ፤ሕዝብ ይህን ገድል እንዲያይ ስለተፈቀደ በአውቶቢስና በቤት መኪና በታክሲ እየጉረፈ ነው፡፡ » ተብሎ ወራው አዲስ አበባን አናወጣት፡፡ ሕዝብ ለወሬ ሲል በነቂስ ወጣ፡ ቦታው ሲደርስ ትርምስ ብቻ እንጂ ምንም ፍንጭ ጠፋ ፡፡ ውሽት መሆኑን በአካባቢው ያሉ ሰዎችን የሚመለከታቸው ወገኖች ሁሉ አስተባበሉ ፤ ፀሐይ ሲቀቅለቅ የዋለውና ለወሬ ሲል ለወጪ የተዳረገው ሁሉ በመጣበት እግሩ ተመለሰ፡፡

አብዛኛው ወሬኛ እንኳን በቁም ያለውን ይቅርና እስከወዲያኛው ያሸበሩትን እንኳን ከሞቱበት እያስታወስ እገሌ፣ እገሊት ... በማለት ያለ የሌለ ዘግናኝ የሆነ የታሪክ ጉድፍ ሲለቀልቀባት ይሰማል፡፡ መቼስ ምን ይደረግ? ሙታን ቀና ብለው አያስተባብሉ፡፡ አንዬውኑ አርፋዋልና በስማጣው ምን እያተሠራ ወይ እያተባለ እንደሆን አያውቁ፡፡ — ወሬኞች ግን ሙታንን የሠፈር ቡና ማጣጫ የመሽታ ቤት ጨዋታ ማድመቂያ፡ መሳቂያና መሳለቂያ ሲያደርጓቸው ትንሽም እንኳን ለአፋቸው ለከት አያበጁለትም፡፡ ምን ያድርጉ የወሬ ሱሰኞች ናቸው፡፡ ሱስ ደግሞ በቀላሉ የሚገላገሉት ባሕርይ አይደለም፡፡ «ሥራ ፈት አዕምሮ የተንኮል መጠንሰሻ ነው፡፡» እንደሚባለው ሁሉ ትክክለኛውንና ጤናማ ጎሊና የተላበሰውን እኛነታችንን በማሳወቅ ቦታ ስብዕናችንን ወደሚያናጋ ተጫባጭነት ለሌለው የህስት ወሬ ጊዜያችንን እያቃጠልን ዕድሜያችንን በመግፋት ላይ የምንገኝ ወገኖች በቶሉ ሳይመሽ ወደየንሊናችን እንመለስ ለማንኛውም ይህቺን ጽሑፍ እንዝለቃት፡፡

«ወሬኛን አፋን ትም!»
«ጥር ከፈታው ወሬ የፈታው»

«ለወሬ ሞትኩ»
«የወሬ እናት»

« በወሬ ያቃመሱት »... ስለ ወሬና ወሬኛነት ብዙ ብዙ ተብሏል፡፡ ለበርካታ ዓመታት ለዕድገታችን ማነቆ ሆነ የኖረውን አንጉል ባሀል ለመግታት ያልቻለው ምሁር ተብዬ እንኳን በትላልቅ የትምህርት ተቋማት ያልሆነና ፍፁም ሊታመን የማይችል የፈጠራ ወሬ ሲሰማ ትክክለኛነቱን ለማረጋገጥ ትንሽ እንኳን ፍላጎት ማሳየት ይቅርና ራሱም ገብቶ በወሬ ዝንክራው ሲተራመስና ሲታመስ ይታያል ፡፡

የአንድ በቅርብ የማውቀው ወዳጅ የዱሮ አለቃ ዕኩይ ድርጊት ሁልጊዜ ይታወሰኛል፡ ነፍላታውን ይማረው እንዳልል ከሚከተሉት ሀይማኖት በታቃኒው አዘወትረው ይንዙ ስለነበር ምሕረት ያገኛሉ የሚል እምነት የለኝምና ይቅርብኝ፡፡

አንዳንድ ጊዜ ሰዎች ያለችሉታቸው በዚህም በዚያም ብለው ኃላፊነት ቦታ ላይ የመቆናጠጥ ዕድል ያገኛሉ፡፡ ዕውቀቱም ሆነ በራስ መተማመኑ ስለሚጉድላቸው ውስጣቸውም ባዶ ስለሆን ዘወትር ጆሮታቸውን ለወሬ ከፍተው ይሰጣል፡፡ ስሜታቸውን የተገዘቡ ምንዝሮቻቸውም ደግሞ ከምናባቸው እየጠፈሩና በቃላት ጨዋታ እያጣፈጡ ደህና አድርገው ስለሚግቷቸው የጥቃት ሰይፋቸውን ከአፍቱ አውጥተው ለብቀላ ቀንዳቸውን ማቆም ይጆምራሉ፡፡ ታዲያ ከፍ ሲል የጠቀስኲቸው የቀድሞ ወዳጅ የቅርብ አለቃ ሲፈጥራቸው ቅንጣት ታህል የአስተዳደርም ሆን የፋይናንስ ደንብ ዕውቀት ባጠባቸው አላለፍም ነበርና ከቀን ሥራቸውን እንደ ዛፍ እየገዘገዙ ከሬት ለሬት በክንቱ ውዳሴ የሚያጦግሷቸውን ደካሞች በየደቂቃው እያስተናገዱ ሥራውን መበደል ይቀጥላሉ፡፡ ከሥራቸው

ያለው ምክትል ደግሞ ታዋቂ የሆነውንና ሊዘጋ ተቃርቦ የነበረውን ድርጅት እንዲያድን ለበርካታ ጊዜያት እግሩ ላይ መውደቅ እስኪቀራቸው ድረስ ለተደጋጋሚ ጊዜ ለምነው ሥራውን ካስጀመሩት በኋላ ከበሳል የድርጅቱ ባልደረቦች ጋር ነባር ችግሮችን በግራም ሁኔታ አስተካክሎ መሥራት ይጆምራል፡፡

ለሠራውም አኩሪ ተግባር በሥራ ባልደረቦቹና በተገልጋይ ድርጅቱ ደንበኞች አድናቆን ይቸራል፡፡ በሥራ ያለ አስመሳዮችና መዝባሪዎች እንደለለጉት መሆን ባለመቻላቸው ዋናው የድርጅቱ የሥራ መሪ በወሬና አሉባልታ በመዳፋቸው ሥር አስገብተው እንደራስ ሆቴል በር ወደ ፈለጉበት አቅጣጫ ምክትላቸውን እንደ ወገብ ቅማል ጠምደው ይይዙታል፡፡ ወሬኞቹ የውስጥም ሆን የውጭ አዲተር ከማያውቀው ካዘና ብር እየተዘገነ እየተሰባበሱ መንበሽበሹ ይዘወተራል፡፡ በሰመረላቸው አጋጣሚ ሁሉ ድርጅቱን ከመሰል መዝባሪዎች ጋር በመመሣጠር ሲመገምጉት ይታያሉ፡፡ ለአብነት ያህል ከላይ የተጠቀሰውን ድርጅቱ ንቅዘት ጠቆም አደረኩ እንጂ እስቲ በሌሎች ተመሳሳይ አገልግሎት ሰጪና የንግድ ተቋማት ሁሉ እውን ጆሮውን ለአሉብልታና ለፈጠሩ ወሬ ሳይሰጥ በተሀማርበት ሙያ ጥራትና ብቃት ያለው የሥራ ክንውን የሚያሳየው ምን ያህሉ ነው? ሌላው ደግሞ የትም የትም ይሁን እስቲ በተቃራኒ ጸታዎች ላይ ያለውን የወሬ ናዳ ደግሞ እንዳስስ፡ የሥራ ባልደረባዬና የቅርብ ጓደኛዬ ነው፡ ብዙ ጊዜ መድሐፍ ከእጁ አይለይም ፤ ለዚህም ነው መሰል በነገሮች ላይ ያለው አመለካከት በጣም በሳል ነው፡፡ ለሚያያው ሆን ለሚናገረው ሁሉ ጠለቅ ብሎ መመራመርና ሃቁ ላይ መድረስ ይወዳል ፤

ለሚያማክናት ሁሉ ለችግሮቻቸው ቀና መንገድ ይከፍትላቸዋል ፤ በዚህም የተነሳ ብዙዎች ይቀርቡታል ፤ ምሥዋር ጠባቂ ነው፤ ለሚጠጉት ተቃራኒ ያታዎች ክፍተኛ ክብር ይሰጣል ይወያያል ፤ የመፍትሔ ሀሳብም ይሰጣል። በዚህ ቋም ነገረኝነቱም ይመስላል አንዲት የሥራ ባልደረባችን ከእሱ ጋር በግቢ አዘወትራ ትታያለች። ባለትዳርና ከቆንጆ ቄመና ጋር መልክ ቀና ናት፤ የምትታወቀውም በኩስታራነቲ ነው። ነገር ግን ከዚሁ ጓደኛዬ ጋር በግቢ ውስጥ በተለያዩ ቦታዎች ባገኙት አጋጣሚ ሁሉ ቄመውም ሆነ ተቀምጠው አፍ ለአፍ ገጥመው ሲያወሩ ይታያሉ ፤ ወሬና ሁሉ ግራ ገባው። በሀሜትም ያብጠለጥላቸው ጀመር ፤ ጭራሽ ይባስ ብለው «በዛብህ ሰብለወንጌል» የሚል ቅጽል ስም አወጡላቸው።

በርካታ ወሬዎች ሥራዬ ብለው በግንባርና በስልክ «ጓደኛህን ለምን አትመክረውም? የልጆች እናት መሆንን እያወቀ ለምን ትዳራን ሊበትን እንደዚህ ባደባባይ... አላበዛውም ? ... በኂሳ ባይ አንድ ነገር ቢያደርገው እሁ ፀፀቱ ላንተም ነው! ... ተው በለው፤» ሲሉኝ ፈገግ እያልኩ « እንዴት እስከዛሬ አብራችሁ እየኖራችሁ የእሱን ባሕርይ አታውቁም ? እው እንደምትሉት ዓይነት ሰው ነው?» ስላቸው «ሰው እኮ ነው ሊለወጥ ይችላል ፤ ደግሞም ልጅቱ እንዴት እንደምታምር አንተም ሳታውቅ ቀርተህ አይደለም፤ እንኪን እሱን መነኩሴ ከገዳማ ታስከበልላለች! ታዲያ እሱ አይሸነፍም ብትል በዚህ ግቢ ውስጥ ማን ያምንሃል? ... ይልቅስ ምክረው እንቢ ካለ መከራ ይመክረዋል!› የሚሉና ተመሳሳይ ሀሳባቸውን በተለያዩ መንገድ የገለጹልኝ በርካታ ለምች ስለነበሩና «ውሻ ሲበዛ እውነት ይመስላል»

እንዲሉ ሁኔታው ስላሳሰበኝ እሱንም እሲንም የስም ማጥፋት ዘመቻ እንደሰደድ እሳት እየተቀጣጠለባቸው በርካቶችም እንዳናፍኝ ነገርኳቸው።

የጓደኛዬን ባሕርይ በሚገባ ስለማውቀው በበኩሌ ቅንጣት ታሀል ጥርጣሬ አልነበረኝም ለጥያቄዬ የመለስልኝ «የሚ ባልግ ሰው ለዚያውም ባለትዳር እንዲህ ባደባባይ እንዴት ሊሆን ይችላል?» ሲለኝ እሲም ቀበል አድርጋ «ለመሆኑ በየትኛው መናፈሻ፤ ሆቴል አይተውን ነው? እንዲህ በሰው ሕይወት ገብተው መክራቸውን የሚያዩ? መንጋ ሥራ ፈት ሁላ! ከባለቤቴ ጋር አስተዋውቄዋለሁ ፤ ጓደኛሞች ናቸው። እኛን ለመጠየቅ መጥታ የነበረችውን እህቴን አይቲት ስለነበር ለጋብቻ የፈለጋት መሆኑን ለባለቤቴ ገልጸለት በጉዳዩ ላይ እየተወያዩ መሆናቸውን ጓደኛህ አላጫወተህም?» ስትለኝ ፤ የጀመረውን ከግብ ሳይደርስ ምንም ይሁን ምን ትንፍሽ እንደማይል ስለማውቅ አልደነቀኝም ፤ የገረመኝ ቢኖር የሥርጉ ዕለት ወሬኛው ሁሉ ምን ያህል እንደሚሸማቀቅ ነበር። ያም ሆነ ይህ በወሬ የተነሳ ለአብነት ያህል ለተቃራኒ ያታዎች ያነሳሁት ቢሆንም ጓደኛዬ በወሬና በሀሜት ያብጠለጠሲትን ባለትዳር እህት አግብቶ የሁለት ልጆች አባት መሆን ብቻ ሳይሆን የሞቀና የደመቀ ትዳር ይዞ ይገኛል።

ከላይ እንደጠቀስኩት በተለያዩ መ/ ቤቶችና ድርጅቶች፤ ፋብሪካዎች ፤ ኢንዱስትሪዎች ... ወዘተ ተቃራኒ ያታዎች ቄመውም ሆነ ተቀምጠው እንዲሁም ሲሠሩ በወሬዎች ጭንቅላት ወዲያውኑ የሚፈጠረው የይሆናልና የጥርጣሬ ወሲብ ባሪይ እንጂ ለቁም ነገር ነው ብለው የሚያስቡ ቢኖር በጣት የሚቆጠሩ ናቸው።

በሠለጠነው ዓለም የትም ይሁን የትም እንኳን ተጫባጭ ባልሆነ ወሬ ተነስቶ በሰው ላይ ይቅርና ባመኑበት ማንኛውም ዓይነት ሕይወት ላይ ቢዝቡ ዘወር ብሎ የሚያያቸው የለም። ከእሱ ደግ ደጉን እየቀለምን ለሀገር እድገት የሚውል ሥራ ወይም ዕውቀት ላይ ብንሰማራ አላስፈላጊ ፀብ፤ ጭቅጭቅና ውዝግብ እንዲሁም መልካም ወዳጆችንም ከማጣት እንታቀባለን። ትርፍ ጊዜ ካለን የወሬ ባህላችንን ወደ ንባብ ባህል መተካት አለብን።

በመጨረሻ ለሥራ ፈት ወሬኞችና አስቢልተኞች ጀሮችሁን የምትስጡ ምሁራን፤ ኃላፊዎች፤ አሠሪዎች፤ የትዳር ጓደኞች ... መጀመሪያ ራሳችሁን በሚገባ እወቁ። በተሰማራችሁበት ሁሉ ብቁ መሆናችሁን ገምግሙ ፤ ካልሆነ የአልቢልታ ወሬ በሰማችሁ ቁጥር ራሳችሁን እንደ ዛፍ እየገዘገዛችሁ ቢቂ እንቅልፍ በማጣት እሳት እንዳሰው በቆሎ ስትገላበጡ ማደር ዕጣ ፈንታችሁ ይሆናል፤ ማሀበራዊ ተራክቢችሁም ይደበዝዛል። ለጭንቀት ወለድ በሽታዎችና ለሞት ጥርጊያ መንገድ እያመቻቻችሁ መሆናችሁም ቆም ብላችሁ ማጤን ይኖርባችሁዋል ፦ ስለዚህ ወሬኛ ሲሰማ ትልቅ የነቀርሳ በሽታ ይዘባችሁ መምጣቱን ተገንዝባችሁ ገና ማሞጥሞጥ ሲጀምር አፋን ትም ነው።

✋ ✋ ✋

የወሬ
የለውም
ፍሬ።

Edutainment

አጫጭር ገጠመኞች

አያድርስ

በአዜ ምኒሌክ ጊዜ ነው። ንጉሡ ምኒሌክ ከመሣፍንትና መኳንንት ጋር ስብሰባ ቢጤ ሊቀመጡ ነው። ስብሰባው በቅጡ ከመጀመሩ በፊት ታዲያ— ዛሬም ቢሆን ስብሰባ ስንጠራና ስንጠራ እንደምንደርገው ሁሉ – ከዚህ ባለሚሎቾቸው ጋር የማሟሟቂያ ወሬ ማውራት ይጀመራል። ከመሣፍንቱ መካከል ታዲያን አንዱ «እናንተ አሁን የምታስቡትን ዐውቃለሁ» ይልና ከንጉሡ በስተቀር ሁሉንም ያፉጥጣቸዋል። እነሱ ደግሞ «እንዴ? ምን ችሎታ ቢኖርህ ነው የምናስበውን የምታውቀው? እንዴት ተደርጉ - አታውቀውም!» ይሉና ይሞግቱታል። እሱ ግን በዚያው ባሳቡ ይጠናና ወይ ፍንክች ያባ ቢላዎ ልጅ ይላል። እነሱም «በል እንግዲያውስ ንገረና - አሁን ምን እያሰብን ነው?» ይሉ ታ ል ። እ ሱ ም ወዲያውኑ «ሁላችሁም የምታስቡት ስለንጉሣችን ስለ አዜ ምኒሌክ ጤንነትና ዕድሜ ነው! አይደለም የሚል አለ?» ይላዋል። ማን ነው ወንዱ «አይ ስለንጉሣችን ዕድሜና ጤና አላስብም » የሚል! «ልክ ነህ ጌታው ! ዐውቀሃል ። » አሉትና «ተረቱለት»። / ተሸነፉለት ለማለት ነው/

ጨዋታው ቀጠለ ። በዚያ ስብሰባ ላይ አንድ ካህንም እንዳሉ ልብ ይሏል። አንድ ጉዳይ ይነሳል። «ማንም ሰው ሲጸልይ ቀጥ ብሎ ጸሎቱን አያደርስም፤ በጸሎቱ መሃል የሚያደናቅፈው ሃሳብ አይጠፋም። » የሚል ጨዋታ ይጀመርና ክርክሩ

ይጦፋል ። «የለም ፤ እኔ ስጸልይ በጭራሽ የሚያናጥበኝ ነገር የለም። » ይላሉ ቄሱ ። ይኄኔ ንጉሡ «እስኪ አቡነ ዘበሰማያትን በኃሊና ጸሎት ቀጥ ብለው ይውጡልኝ፤ እንዲያ ካደርጉ በቅሎዩን ከነግላሲ እሸልምዎታለሁ።» ይላሉ። ቄሱም ተስማምተው ጸሎታቸውን ይቀጥላሉ። ጨረሱ። ንቱሁም ቀጠሱ አሉ። «በርግጥ ምንም ሃሳብ ሳያናጥብዎ ጸልየው ጨረሱ? በእግዚአብሔር ስም ይምሉልኛል?» ብለው ካህኑን ባለጠበቁት ጥያቄ ያፉጥጧቸዋል። ቄሱም አሉ፤ «እርግጥ ነው— እያጸለይኩ እያለሁ— 'ንቱሁ አውነታቸውን ይሆን? በቅሎዋን ይሸልሙኝ ይሆን?' የሚል ሃሳብ ብልጭ ብሎ ብኝ እንደነበር አልዋሽዎትም።» ሃሳብና ቂም ይዞ ጸሎት - ሳል ይዞ ስርቆት - ብለን ነባሩን ብሂል እናሻሽለው ይሆን?

ይኄኛው መርካቶ አካባቢ ነው። የተወሰኑ ሙስሊሞች በጋራ የገዙትን ሃሳት እያደረሱ ነው። ባጠገባቸው ደግም አንድ ተንኮለኛ ቃልቻ ነበሩ። ሰዎቹ በተመስጦ ዱኣቸውን ለአላህ በማቅበል ላይ እንዳሉ ቃልቻው ዝርዝር ሣንቲሞችን ይበትንና ሆነ ብሎ ሆጭ የሚል ድምፅ እንዲሰሙ ያደርጋቸዋል። ይኄነ ሁሉም ሃሳት አድራሾች ሣንቲሞቹ ወዳንቃጨሉበት አቅጣጫ ዘወር ይላሉ —በደመነፍሳዊ ስሜት። ቃልቻውም አሉ – «ይኄነ ዱኣ እንኳንስ አላህ እኔም ብሆን አልቀበላችሁም።» ከልጅ ልጅ ቢለዩ ዓመትም አይቁዩ ይባል

የለም? የነገር መመሳሰል ይሳል ይኄነን ነው ። የቀሱና የባለሃሳቶቹ ዝክረ ነገር በአያሌው አልተመሳሰለብን ሁም?

ሚስተር ቢተር

በቀዳማዊ ኃይለ ሥላሴ ዘመነ መንግሥት ነው። አንዲት 'የተዋጣላት' አልቃሽ ነበረች – ለጊዜው ወይዘሮ ዘለቃሽ እንበላት ስምዋን። እመት ዘለቃሽ በዚያን ጊዜ እስክ ሃስትና አራት መቶ ብር ነበር የምትጠይቀው ለአንድ ሙሽ። ለዐንባ ማፍለቂያና ለብርታታ የሚቀርቡላት ምግብና ቢራ አይታሰም። አንድ ወቅት ለውሎ ሊኮናተራት ሰዎች ይመጣሉ። የደንቡን ሊከፍሏትም የቃል ውል አስረው ይኄዳሉ ። ዘለቃሽ ወደ ሚ ወ ደሚ ች ስትሄድ የሞተው ሰው አበሻ ሳይሆን ፈረንጅ መሆኑ ይነገራታል ። ያኔ ውል ታፈርሳለች ። «የተስማማሁት አበሻ መስሎኝ እንጂ ፈረንጅ መሆኑን ባውቅ በዚህ ስለማያዋጣኝ አልስማማም ነበር» ብላ ድርቅ ትላለች። «የሞተው ሰው ነው፤ አበሻ ሆነ ፈረንጅ ምን ለውጥ አለው?» ብለው ሊያግባቡዋት ቢሞክሩት አልሆነም ። ወደ ዋጋ ድርድር ተገባ። «እና ስንት እንጨምር?!» ይሏ ታል። «መጨመሩን ምንምኑን ተውት፤ በአዲስ ውል አሥር ሺህ ብር ትከፍሏላች ሁ።» ትልና ከቸች ትላለች – ማን? እመት ዘለቃሽ! ድርደሩ ጦሬ በወቱ አሥር ሺም ባይሆን በሆነው ዋጋ ተስማምተው ያስለቅሷታል ። የሚገርመው ክሰው ጠይቃ ሳይሆን አይቀርም

ሙሾውን በእንግሊዝኛ ማውረዲ ነው፤

ተቀበሉ አለች የከበቡዋትን አልቃሽች –ምን ብለው እንደሚቀበሉዋት ካስጠናቻቸው በኋላ

አልቃሽ - ሚስተር ቢተር

ተቀባይ - ኢንተር ቱ ዘ ሶይል

አልቃሽ - ሚስተር ቢተር ኤ ጉድ ��ር ፋብር (ደጉ የደሃ አባት ለማለት ነው!)

ተቀባይ - ኢንተር ቱ ዘ ሶይል

አልቃሽ - ሃይሌ! (የሙሽ አዝማች ነው)

ተቀባይ - ሃይሌ፤ ሃይሌ!

በነገራችን ላይ በአሁኑ ዘመን የአስለቃሾች ሚና እያመነመነ መጥቶ አሁን አሁን ከነአካቴው በመክሰም ደረጃ ላይ ነው የሚገኘው። በዚያ ምትክ ይልቁነስ «ገንዘብ ካለ በሰማይ መንገድ አለ» እንደሚባለው ገንዘብ ያለው ሟች ወይም ቀድሞ የተዘጋጀ ቤተሰብ ያለው ሰው ሲሞት በአስተዛ ድርጅቶች በክብር ታጅቦ በክብር ይቀበራል። ዕድር መግባት አለመግባት የማያሳስብበት ጊዜ ላይ ነን። ገንዘብዎን ይጭነቀው እንጂ አስከሬንዎን ግራና ቀኝ በልዩ አጀብ አንከብክበው ወደ መቃብር ጉድጓድ ዋ የሚወስዱዋ አስቀባሪ ድርጅቶች እየተፈለፈሉ ነው - በጊዜው ለመሞት ያብቃዎ እንጂ።

'አላውቀውም' ወንጀል ነው?

በሀበሻ ምድር 'አላውቀውም' የምትለዋ ቃል በተለይ ዳሮ ዳሮ ውድ ነበረች፤ ለነገሩ አ ሁ ን ም ሰ ማ ይ ላ ይ እንደተሰቀለች ናት።

አንድ ሰው ሲፈጠር ባዶ ነው፤ ራቁቱን ከባዶ ግን ቢማርና ቢመራመር ዕውቀትና ጥበብን በቀላሉ ሊቀስም ከሚያስችለው

ጫንቅላት ጋር ወደዚች የተረገመችም ትሁን የተመረቀች ምድር ይመጣል። የሁሉም ዓይነት ልዩነቶች የሚፈጠሩትና ስዎችን የሚለያዩት ክፍጥረት በኋላ በአካልና በመንፈስ እያታደገ ሲመጣ ነው።

የምናድግበት ባህልና ወግ፤ የቤተሰብ ዳራ ፤ የተፈጥሮ ዝንባሌ ፤ የትምህርት ሥርዓትና የመሳሰሉት ጉዳዮች በአዕምሮአዊ ይዞታችንና በስብዕናችን ላይ የራሳቸውን አሉታዊም ይሁን አወንታዊ ተፅዕኖ ማሳደራቸው ግን የታወቀ ነው። ...

አንድ ሰው አንድ ነገር ሲጠየቅ የማያውቀው ከሆነ «አላውቀውም» ቢል የሞተ ያህል የሚሰማው ኢትዮጵያ ውስጥ ብቻ ነው ቢባል ከእውነቱ ብዙም አልራቅንም። ማንበርሰባችንን በተቻለ መጠን ጠጋ ብለን ለምናውቅ በተለይም በትምህርቱ ዓለም ጥርሳችንን የነቀልን ስዎች በዚህ ረገድ በርካታ ግንዛቤ አለን።

ብዙና ብዙ ማለት ይቻላል ። ጥቂት አብነቶችን ብቻ በመጥቀስ ግን ይህን ጉዳይ እንዝምዝም።

አንድ የአማርኛ መምህር ናቸው ። ከተማሪዎቻቸው አንደኛው ክፍል ውስጥ የአንድን ቃል ትርጉም ይጠይቃቸዋል። ልጁ ተንኮለኛ ቢጤ ኖራል። አስቀድሞ ለዝደጮቹ ነግራቸዋል ምሥጢሩን፤ ያቺ ነገረኛ ቃል የኢትዮጵያ ቃል ላትሆን ከሼክስፒር የተውኔት ድርሰቶች ውስጥ በአንደኛው የአንድ ገጸ ባሕርይ ስም ናት።

ተማሪ - ክፍል ውስጥ «ጋሼ – አንድ መጽሐፍ ሳነብ ያገኘሁትን ያልገባኝን አንድ ቃል ልጠይቅ?»

መምህር - «እንዴታ! ተማሪ ማለት እንደዚያም አይደል ታዲያ!

ተማሪ - «**ቲባልት** ምን ማለት ነው?»

መምህር - «አሃ - **ቲባልት** ማለት የመስቀል ወፍ የምትመስል

በመፀው አካባቢ ብቅ የምትልና በወይና ደጋ አካባቢ የምትኖር የወፍ ዓይነት ናት።»

ይሄኔ ክፍሉ በሳቅ ይፈርሳል ። ተማሪ ምሥጢሩን ቀድሞ አሽልኪላ! «ሁሉን አዋቂ» መምህርም አፍረው መሬቲ ብትውጣቸው በወደዱ።

በመሁረቱ የማናውቀውን ነገር አናውቀውም ማለት ጨዋነትና ብልህነት እንጂ የአላዋቂነት ወይም የደደብነት ምልክት አይደለም። አንድ ሰው ሁሉንም ነገር ሊያውቅ አይጠበቅበትም። ልወቅ ብሎ ከተነሳም ዕብደት ነው። የአዕምሮ የማወቅ ችሎታም ምንም እንኳን ገደቡ ይሄ ነው ተብሎ ባይነገርም ውስንነት እንዳለው መረዳት ለጤናማ ማንበረሰባዊ ግለሰባዊ ግንኙነታችን አስተዋዕያ አለው። ሁሉን እንደሚያውቅ ሰው ለማስመሰል ብንሞክርም ግብዝነት ነው። እርግጥ ነው ብዙ ነገር ማወቅ ይቻላል። ግን የምናውቀው ከማናውቀው መብለጡን የምናውቅ ብዙዎች አለመሆናችን ያሳዝናል። ይበልጥ የሚያስከፋው ነገር ደግሞ «አያውቅም» ላለመባል በምናደርገው ጥረት የማይሆን መልስ በመስጠት ስዎችን የምናሳስት መብዛታችን ነው። የማናውቀው ነገር ሲገጥመን «ሰው ልጠይቅና እነግርሃለሁ፤ መዛግብትን ላገላብጥና መልሱን እስጥሃለው፤ አብረን እናጠያይቅና ሌላ ጊዜ እንመለስበት፤ ይቅርታ ይህን ነገር አላውቀውም ስታውቀው ግን አደራ ለኔም አላውቀኝ ... » ማለትን ብንለምድ ለአወንታዊ ስብዕናችን የተሚላ ዕድገት ምንኛ በጠቀመን ነበር።

የትርጉም ነገር

አንዱ ‹ምሁር› ከእንግሊዝኛ ወደ አማርኛ ትርጉም ለመተርጎም ይዋዋላል – ከአንዱ ድርጅት ጋር። የሚተረጉመውን ዶክመንት ይረክብና «ተርጓሞ» ይመስዳል ፣ ክፍያውንም ይወስዳል:: ያ «የተተረጎመ» ዶክመንት ለተጨማሪ አርትዖት ለሌላ ሰው ይሰጣል፤ ያኔ እኔም ያን ዶኩመንት የማየት ዕድል ያጋጠመኝና አየዋለሁ ፣ ያሳዝናል የደረስንበት የዕውቀትና የግንዛቤ ደረጃ::

«Dray horse» የሚለውን እንደምን ብሎ እንደተረጉመው ከመግለጼ በፊት ተገቢ ትርጉሙን ልስጥ:: በእንግሊዝኛ ‹Dray horse› ማለት ወንበርና ክፈፍ የሌለው በፈረስ ወይም በአህያ የሚጎተት የዕቃ ጋሪ ማለት ነው:: ያ ሰውዬ ግን ‹ደረቅ ፈረስ› ብሎ ነው የተረጉመው :: በዚህ አጋጣሚ ስንትና ስንት የትርጉም ስህተቶች እተተበላሹ ወደተጠቃሚዎቻቸው እንደሚሄዱ መገመት ይቻላል፤ ይህ ሁኔታ የሚያሳየው “ተርጓሚው“ ሰውን ጠይቆ ለመረዳት ወይም መጽሀፍትን አገላብጦ ግንዛቤ ለመጨበጥ ምንም ፍላጎት የሌለው መሆኑን ነው፤ ምናል መዝገበ ቃላት ቢያይ? ምናል ሰው ቢጠይቅ? አ - አ ሰው ከጠየቀማ “አላዋቂ“ ሊባል ነው:: አለማወቅን እንዳላማወቅ ያለ የከፋ ነገር ደግሞ የለም:: መጠየቅ ወንጀል አይደለም:: ለማወቅ ሲባል ከስማይ በታች ከምድር በላይ ያሉ ዘዴዎችን ሁሉ መጠቀም ብልህነት እንጂ ቂልነት አይደለም:: በዕውቀት የበለጸጉ ፈላስፎች አንድን ነገር ለማወቅ ከሕጻናትና ከእንስሳት ሳይቀር በትህትና ዝቅ ብለው ይጠይቃሉ ፣ ይማራሉ:: ጥሬ ብስል የሆነው አብዛኛው ፈደል ለይቶአል የሚባለው የሀገራችን ሰው ግን በሀፍረት አቡጄዲ ተጀቡኖ በውሽትም አዋቂ መስሎ ይኮራሳል እንጂ አዲስ ነገር ለማወቅ ያለው ጉጉትና ፍላጎት በእጅጉ ዝቅተኛ ነው:: እርግጥ ነው የሚያውቁትን

በክንቱ የማይዘላብዱ የማያውቁትን በአግባቡ የሚያሳወቁና ደርዝ ያለው ስብዕና ያላቸው ዘመናዊ የሀበሻ ምሁራን የሉም ማለት አይደለም:: አሉ ግን ቁጥራቸው የሚያበረታታ ለመሆን ገና ጥቂት ጊዜ ይቀራል::

እንደማሳረጊያ መልዕክት፤ – የማናውቀውን ነገር ከመጠየቅ አንፏዝ:: በገበያ፣ በምግብ ቤት፣ በትምህርት ቤት ፣ ብቻ በየትም ሥፍራና ሁኔታ የማናውቀው ነገር ሲገጥመን በግልጽ እንጠይቅ :: ቀላል ጥያቄም ቢሆን አንፈርብት:: በጥያቄያችን ሰዎች ሊስቁ ቢችሉ እንኪን ጥርሳቸውን ተነቅሰው ይሳቁ:: እኛ ግን እንጠይቅና ዕንወቅ:: የሚያሳፍረው ለመጠየቅ ማፈር ራሱ እንጂ ጠይቆ ማወቅ አለመሆኑን እንረዳ:: ለመጠየቅ በማፍራችን ምክንያት ከሚደርስብን ችግር ይልቅ ባለመጠየቃችን ሊደርስብን የሚችለው ጉዳት በጣም ይበልጣል:: ጠይቆ መረዳት የአስተዋይነትና የብስለት ምልክት እንጂ መበለጥ አለመሆኑን እንገንዘብ::

ከእንግዲህ ኩላሊት

በዘመነ ንጉሡ ኃይለ ሥላሴ የመጀመሪያዎቹ ዓመታት በአዲስ አበባ ውስጥ “ምርጥዋ“ የሚባል ታዋቂ አዝማሪ ነበር:: አዝማሪው በነበረበት በዚያን ዘመን በሡርግም በመልስም በልዩ ልዩ የደስታ ግብዣዎችም እየተጠራ ህዝብን የሚያዝናና ስሙጥር አዝማሪ ነበር - ምርጥዋ::

እንዲት ክፉ አጋጣሚ ግን የምርጥዋን ሕይወት በቅጽበት ቀጠፈቻት:: በዚያም ሳቢያ እንዲህ ተጀጠመ፤

ከእንግዲህ ኩላሊት ማንም አይበላሽ የእዝዙን አጫዎት ምርጥዋን ገድለሽ::

እንዲህ የተገጠመው ምርጥዋ የሞተው በአንዲት ያለተባረከች አጋጣሚ የኩላሊት ሥጋ ሲበላ የሥጋዋ ሥር ከጥርሱ አልተላቀቀት ኖሮ ጉሮሮው ውስጥ ተሰንቅራ አንቃ ስለገደለችው ነበር:: ምናል ጀርባውን በጡቢ ቢደልቁት ኖሮ? ለነገሩ የተቀረጠችን ነፍስ ማን

ሊቀጥል ይቻለዋል? ዋናው ሰኞን አያድርግ ነው::

ፍትሕ ርትዕ

ፍትሕና ርትዕ የሚባሉ የሕግ ቃላት አሉ:: የፍትሕ ንሰሉውና የትም ቦታና በየትኛውም ሁኔታ ወሳኝ ነው:: የርስዎ መጥፋት ወይም መንሻፈፍ ነው – እንደሚባለው ከሆነ – የዓለምንም ወቅታዊ ቆርፋዳ መልክ ሊያስጥ የቻለው:: ፍትሕ ካለች ሁሉ ነገር አለ:: ፍትሕ ከሌለች ሁሉ ነገር የለም – አንድ ነገር ግን አለ – ያም የፍትሕ አለመኖርና እርሱንም ተከትሎ ሊመጣ የሚችለው ወልጋዳ ነገር ሁሉ::

ፍትሕ የት ይጀምራል? ፍትሕ ቤት ውስጥ ይጀምራል:: በቤት ውስጥ ልጆች ቢኖሩ ሁሉንም እኩል ነው ማየት ያለብን:: እኩል መንከባከብ፣ እኩል መውደድና፣ እኩል መጫነቅ ወዘተ:: ለአንዱ በተለየ የተለየ ስሜት ካለን ፍትሕ ተዛባ፤ ርትዕ ጠፋች:: ፍርድና ብያኔ ለሁሉም በምንስጥበት በማናኛውም ጉዳይ ፍትሕ ወሳኝ ናት:: ልጆችን ስለሆን ፣ ባለቤታችን ስለሆን፣ ባለታችን ስለሆነት፣ ጉረቤታችን ስለሆነ ... ፍርድን ብናጣምም፣ ፍትሕን ብናዛባ አለቀልን፣ የፍትሕ ርትዕን ዓይን ንጉጥን ማለት ነው:: የዞረ ድምሩ ውጤት ደግሞ ለኛም አይቀርልንም::‹በሡፈራት ቁና መሠፈር አይቀርም› ነው ነገሩ:: አንድ በቅርብ የማውቃቸው መምሀር ነበሩ:: በሚሠሩበት ትምህርት ቤት የቤተ ሙከራ ክፍል ኃላፊ ናቸው::አንድ የትምህርት ዓይነት ያስተምራሉ:: በሚያስተምሩት ክፍል ውስጥ የርሳቸውም ልጅ ይማራል:: ፈተና ሲኖርም ሆን ሳይኖር በዚያ ትምህርት ያ ልጃቸው ከማንም ልጅ የተለየ ጥቅምም ሆን ጉዳት አያገኝም:: እዚህ ላይ ለልጁ ቀርቶ ለዘመዱና ለወዳጁ ልጅ በተለየዬ መልክ አድልም ሊያሳይ የሚችል ቀድሞውን በእናቱ ማህጸን ውስጥ

ውኋ ቢቀር የሚሻለው "መምህር "
ሊኖር እንደሚችል መዘንጋት
አይገባንም ፡፡ ስንትና ስንት ነገር
ስናዉቅ?

በአንድ ወቅት እኒህ መምህር ዋና
ፈተና ይሰጣሉ፡ የአንደኛዋ ጥያቄ
መልስ "D" ነዉ፡ የልጃቸዉን
ወረቀት ሲያርሙ ጎሊናቸዉን
የ ሚ ያ ወ ዛ ግ ብ ክ ስ ተ ት
ይገጥማቸዉል፡ ያም ምንነው ልጁ
የጻፈዉ መልስ ‹B› ይሁን 'D'
መለየት ያቅታቸዋል፡ ብዕሩ
እያቆራረጠበት በደንብ ሳይጽፍ ቀርቶ
መልስ ብሎ የሰጠዉ ‹B› ከ 'D'
ጋር የመመሳሰል ጠባይ አሳየ፡ 'B'
ዉስጥ ያለችዉ የመሃከለኛ መስመር
በጉልህ አትታይምና 'D' የመምሰል
አዝማሚያ ታሳያለች፡ ልጁን
ጠርተው ጠየቁት፡" "B" ብዬ ነዉ
መልስ የሰጠሁት" ይላቸዋል፡

እሳቸዉ ግን 'X' ለማድረግ ክፉኛ
ተቸገሩ ፡፡ "ምናልባት 'D' ብሎ
መጻፉን ረስቶት ከሆነስ ? ልጅ ነዉ
ቶሎ ይረሳል" ብለዉ ይጨነቃሉ ፡፡
እናም ምን አደረጉ በቤተ ሙከራዉ
ማይክሮስኮን ላይ የልጁን የመልስ
ወረቀት እንደ ሞተች ዝንብ
ዘርግተዉ ይመለከታሉ፡ ያንም
የተልኮስኮስኳ መስመር ቁልጭ ብላ
ትታያቸዉና አሳምረዉ 'X'
አቸዉን ያስቀምጡለታል፡ አባት
ማለት እንዲህ ነዉ፡ ቀጭን
ምክንያት ፈልጎ አላግባብ ልጅን
ከመጥቀም ይልቅ በሳይንሳዊ
መሳሪያም ቢሆን ታግዞ ፍትሕን
ማስጠበቅ ጎሊናዊም ሃይማኖታዊም
ነዉ። ደስ አይልም አንባቢያን?

ቀልድ የሚመስል ገጠመኝ

በቅርቡ መገናኛ አካባቢ በሚገኝ አንድ
መብራት ማቁረጫ ላይ አቁርጣለሁ።

እኔ ከተሻገርኩ በኋላ አንድ ጎደኛዬን
አይቼ እየጠበቅሁት ሳለሁ አንዲት
አሮጊት ወደዜብራዉ ማቁረጫ
መንገድ ይገባሉ። ያኔ አንድ ቀልቃላ
የሚኒባስ ታክሲ ሹፌር ሊገጫቸዉ
ሲል ፍሬን ሲጠፕ አድርጎ
ለጥቂት ያድናቸዋል። ሴትየዋም
በድንጋጤ ከዉ ይላሉ። ሁላችንም
ደነገጥን።

አሮጊቲ ከድንጋጤያቸዉ ከተፈጋጉ
በኋላ የተናገሩት ግን ባካቢዉ
የነበርነዉን ሁሉ አሳቀን፡ "እንተ!
ይሄ የእናትህ ንቅሳት መስለህ?
አስተዉለህ አትነዳም? ባጤ ስድ"
አሉት። ሲያንሰዉ ነዉ። ምን
አንቀዣ ቀዣ ዉ! እሳቸዉ ግን
ከአደጋዉ መትረፋቸዉ ይበቃቸዉ
ነበር። በስድቡ ምርቃት እኔም ደስ
አላለኝም።

Cows & Politics Explained

A **CHRISTIAN DEMOCRAT:** You have two cows. You keep one and give one to your neighbor.

A SOCIALIST: You have two cows. The government takes one and gives it to your neighbor.

AN AMERICAN REPUBLICAN: You have two cows. Your neighbor has none. So what?

AN AMERICAN DEMOCRAT: You have two cows. Your neighbor has none. You feel guilty for being successful. You vote people into office who tax your cows, forcing you to sell one to raise money to pay the tax. The people you voted for then take the tax money and buy a cow and give it to your neighbor. You feel righteous.

A COMMUNIST: You have two cows. The government seizes both and provides you with milk.

A FASCIST: You have two cows. The government seizes both and sells you the milk. You join the underground and start a campaign of sabotage.

DEMOCRACY, AMERICAN STYLE: You have two cows. The government taxes you to the point you have to sell both to support a man in a foreign country who has only one cow, which was a gift from your government.

CAPITALISM, AMERICAN STYLE: You have two cows. You sell one, buy a bull, and build a herd of cows.

BUREAUCRACY, AMERICAN STYLE: You have two cows. The government takes them both, shoots one, milks the other, pays you for the milk, then pours the milk down the drain.

AN AMERICAN CORPORATION: You have two cows. You sell one, and force the other to produce the milk of four cows. You are surprised when the cow drops dead.

A FRENCH CORPORATION: You have two cows. You go on strike because you want three cows.

A JAPANESE CORPORATION: You have two cows. You redesign them so they are one-tenth the size of an ordinary cow and produce twenty times the milk. You then create clever cow cartoon images called Cowkimon and market them World-Wide.

A GERMAN CORPORATION: You have two cows. You reengineer them so they live for 100 years, eat once a month, and milk themselves.

A BRITISH CORPORATION: You have two cows. They are mad. They die. Pass the shepherd's pie, please.

AN ITALIAN CORPORATION: You have two cows, but you don't know where they are. You break for lunch.

A RUSSIAN CORPORATION: You have two cows. You count them and learn you have five cows. You count them again and learn you have 42 cows. You count them again and learn you have 12 cows. You stop counting cows and open another bottle of vodka.

A SWISS CORPORATION: You have 5000 cows, none of which belong to you. You charge others for storing them.

A BRAZILIAN CORPORATION: You have two cows. You enter into a partnership with an American corporation. Soon you have 1000 cows and the American corporation declares bankruptcy.

AN INDIAN CORPORATION: You have two cows. You worship both of them.

A CHINESE CORPORATION: You have two cows. You have 300 people milking them. You claim full employment, high bovine productivity, and arrest the newsman who reported on them.

AN ISRAELI CORPORATION*: There are these two Jewish cows, right? They open a milk factory, an ice cream store, and then sell the movie rights. They send their calves to Harvard to become doctors. So,* who *needs people?*

ለዕረፍት ጊዜዎ

ከዚህ በታች በፊ ረነጅኛ የተሰጡትን አባባሎች እንደነገሩም ቢሆን ወዳማርኛ ሊተኩ የሚችሉትን ከሥር ከተሰጡት የአማርኛ ብዬሎች በመመረጥ ያዛምዱ። (መልሱን በዚሁ ዕትም ውስጥ ባንደኛው ገጽ ላይ ይመልከቱ።

1. A day in prison is longer than a thousand years at large.

2. A beggar who begs from another beggar will never get rich.

3. A cat may look at a king.

4. A bad workman always blames his tools.

5. A bird in the hand is worth two in the bush.

6. A burned cat shuns the fireplace.

7. A cask of wine works more miracles than a church full of saints.

8. A clever doctor never treats himself.

9. A disease known is half cured.

10. A donkey is a donkey though it may carry the Sultan's treasure.

11. A drowning man grasps at water.

12. A constant guest is never welcome.

(Anonymous Sayings taken from Microsoft, Encarta 2009)

1. የጨነቀው እርጉዝ ያገባል ፤ የባሰበት እመጫት።

2. ዋጭን ቢገለብጡት ያው ዋጭ ነው።

3. በሽታውን የደበቀ መድሃኒት አይገኝለትም።

4. የጭንቅ ሌሊት አይነጋም።

5. የማትወደው እንግዳ ቤትህ ሲመጣ ቤት መጥረግ ጀምር።

6. ሞኝ አሳላፊ ዘመዱን ይበድላል።

7. ልብ እንቁነት ይመኛል።

8. ሆድ ያባውን ብቅል ያወጣዋል።

9. እባብ ያዬ በልጥ በረዬ።

10. ከእጅ በጉንጩ።

11. የእናቴ መቀነት አሰናከለኝ።

12. የለማኝ ሥልቻ ቢንከባለል እለማኝ ደጅ አረፈ።

The Overseslf

A baby within its mother dies to that warm, comfortable life within, and reluctantly emerges into the cold, hard world without. Birth pangs are death pangs, death to the old, birth into a new state. A person dies upon Earth and the pains of death are the pains of birth into a different state of existence. Most times death—death itself—is a quite painless process. Actually, as death approaches, Nature, in the shape of various metabolic changes, introduces a form of anesthesia into the body system, anesthesia which culls the actual perceptions while allowing the body reflexes to make certain movements which people think of as death pains. People actually associate pain and death, or if you prefer, death and pain, because in the majority of cases people who are grievously ill die apparently in pain, but that pain, remember, is not the pain of death but

the pain caused by the illness itself. Perhaps there is a cancer, something affecting body organs, grasping at nerve endings or eating them away. But let us remember that this pain is the pain of the illness, the pain of the complaint, not death itself. Death, the actual state of transition from this world to the next, the actual state of leaving this physical body, is a painless process because of the anesthetic properties which come to most bodies at the moment of death. Some of us know what it is to die and to remember everything, and to come 120 back still remembering. In the process of dying we have a body which is ailing, functions are failing. But remember this, the functions are failing, that means the ability to perceive or apperceive or to comprehend pain impulses is failing also. We know that people sometimes give an

impression of pain at dying, but this again is an illusion. The dying body is a body which has usually (except in the case of accident) reached the end of its endurance, it can go no more, the mechanism is failing, there is no longer the ability for metabolic processes to renew failing organisms. Eventually the heart stops, the breathing stops. Clinically a person is dead when no breath condenses on a mirror held before the lips; clinically and legally a person is dead when there is no longer a pulse or a heart-beat. People do not die on the instant, however. After the heart has ceased to beat and after the lungs have ceased to pump, the brain is the next to die. The brain cannot live long without its precious supply of oxygen, but even the brain does not die instantly, it takes minutes. There have been absolutely authenticated cases where people have been beheaded, and the head, severed from the body, has been held up for public inspection. The lips have continued to move and a lip reader can distinguish the words being formed. Obviously only a lip reader can interpret what is being said because there can be no speech when the neck has been cut and the supply of air from

the lungs terminated. It is the air supply going past the vocal chords which makes the sound. After the brain has died, after the brain is no longer capable of functioning through this lack of oxygen, the rest of the body dies slowly. Various organs die throughout a day or so. At the end of three days the body is just a lump of decomposing protoplasm, but the body does not matter, it is the immortal soul that matters—the **Overself**.

T. Lobsang Rampa, **Chapters of Life**, pp.120 - 123

ልብ ወለድ

እውነትና ፀሐይ

ደራሲ ፣ R.K. Narayan

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Berhanu Matthews, PhD, 2009, (pages 165-171)

ትርጉም ፣ ፋንታ አያሌው ፣ ቅ/ማ/ዩ/ኮ

'እውነት እንደ ፀሐይ ናት' አለ ሴክሃር የፀሐይን ዓይን ማጥበርበርና የእውነትን መራርነት በንጽጽር አጉልቶ ለማሳየት። ሴክሃር ቀጠለ - ማንም ይሁን ማን ካለአንዷች አጋፋሪ መሣሪያ ፀሐይን በቀጥታ በዓይኑ ሊያይ የሚችል ሰው ይኖራል ብዬ አልገምትም። ቢሞክር እንኳን ጨረሩ ዓይኑን ያጥበረብርዋል ወይም ያልታሰበ ጉዳት ሊያስከትልበት ይችላል። በተመሳሳይ ሁኔታ ሰዎች እውነትን በእውነትነትዋ ላለመቀበል በመሪልግ ከቪት እስክ ማታ እንዴቱን ያህል በውሽት መርዝ ሲበክልዋት እንደሚውሉ ለአፍታ ያህል ታሰበው። የዛሬን ዕለት ደግሞ ልዬ ትኩረት ስጥቶ እውነትን ሊጋፈጣት ወደደ። ቢያንስ በዓመት እንዲት ቀን እንዲያው ለአንድ ጆምበር እውነትን እንዝክራት አለ። ስለ እውነትም መክፈል የሚገባንን መስዋትዕነት ሁሉ ልንከፍል እንደሚገባ ሴክሃር ውስጡን አሳመነ። አለበለዚያ በውሽት መኖር ትርጉም አልባ ነው። ይህፍ የዛሬዋ ቀን ለሴክሃር ልዬ ቀን እንደምትሆን ገመተ- እውነትን በጥሬዋ ላትሽፋፈን እንዳለች የሚያንፀባርቅባት ቀን፣ አስፈላጊ ሆኖም ከተገኘ እውነትን በመናገሩና በይሉኝታም ይሁን በፍርሃት አንድን ነገር አደባብሶ ወይም ተቀጠፍጥፎ ባለማለፉ ሊደርስበት የሚችለውን እንግልትና መገለል ሊቋቋም

ለራሱ ቃል ገባ። ይህን በራሱ ሕይወት እውነተኝነትን የማየት ሙከራ ለማንም ሌላ ሰው አልተናገረም – ለቤተሰቡ እንኳን! ይህን ሙከራውን ሊያደርግ ያቀደው ምሥጢራዊነቱን በራሱና በፈጣሪው መካከል ብቻ ጠብቆ ነው።

የመጀመሪያው ፈተና የተከሰተው ገና በማለዳ እን�System Bur።ሁ እስከዚያች ዕለት ድረስ "ጣት ያስቆረጥማል" እያለ በሚያሞካሸው ቁርስ ላይ ነው ቀዳሚውን የእውነትን ዘገር የወረወረበት። ባለቤቱ ጉ ሳይቀድ ጀምራ ስትደክምበት የባጆቿ ባህላዊ ቁርስ ገና መቅመስ ከመጀመሩ ፈቱ ኮስኮሰበት - ሴክሃር። ያልተለመደ ባሕርይ ያያቸው ባለቤቱ "ምን ሆነሃል? አይጣፍጥም?" በማለት የጠበቀውን ጥያቄ ወረወረችበት። መልሱም "ግሩም ነው የኔ ፍቅር፣ ጥፍጥናው ልዩ ነው፣ እጅ ያስቆረጥማል"። እንደሚሆን ሳትጠብቅ አልቀረችም። ወይም ቢያንስ "አይ፣ ጥሩ ነው ግን ለጊዜው አላሰኝኝም፣ በቃኝ" ሊላት እንደሚችል ጠብቃለች። ሴክሃር ግን የተለየ መልስ ነበረው። የእውነት የብርሃን ጨረር እንደፀሐይ ጨረሮች አኣምሮን የሚወጋ ቢሆንም ያን ተቁቁም "በጭራሽ አይጣፍጥም፣ ከጉሮዮዬ ሊወርድልኝ አልቻለ አዝናለሁ" አላትና አረፈው። ያስደነግጣል። የተናገረው እውነት የባለቤቱን ስሜት ምን ያህል ሊጎዳ እንደሚችል እያሰሳሰለና

የፈጊቷ የብርሃን ፀዳል በአንዴ መደብዘቡን እየተመለከት እራሱ ለራሱ "ምንም ማድረግ አልቻልም" አለ። እውነት እንደ ፀሐይ ናት።

የሚቀጥለው ሙከራው ደግሞ መሥሪያ ቤት ሲደርስ የገጠመው የአንድ ጓደኛው ዜና ዕረፍት ነው። የመምህራን ማረፊያ ስታፍ ውስጥ ከተቀመጡት መምህራን አንደኛው "ሴክሃር - እንትና መሞቱን ሰምህ? አያሳዝንም ትላለህ?" ሲለው ሴክሃር ከወትሮ ባሕርዩው በተለዬ ትንሽ እንኳ ሳይቃጠማ "ምኑ ነው የሚያሳዝነው? በጭራሽ አያሳዝንም፣ እንዲያውም ጥሩ ነገር ነው!" አለው። ሌላው መምህር ቀጠለ "እንዴ ምን ነካህ? ጥሩ ሰው እኮ ነበር። በዚያ ላይ …" ሴክሃር አላስጨረሰውም ቢያንስ ይህችን ቀን ስለ እውነት እውነትን ብቻ ሊናገር በራሱ ምሎ ተገዝቷልና "ምን ማለታችሁ ነው? ሰውዬው እንድምትሉትና ልትሉለት እንድምትቻሉት ሁሉ ደግና ሩሩህ ሰው አልነበረም። በሚገባ እውቀዋለሁ፣ ዋሾና ለጎረቤው ዱዳ እንኳን የማይደማው ቆጥቋጣ ነበር። በዚያም ላይ አውሬ ቢጤ ጨካኝ ሰው ነበር። ይህ ዓይነቱ ሰው ቢሞት ግልግል እንጂ የምን ሙሽና ደረት መምታት ነው? ማለባበሳችሁን ተውትና ይልቁንስ አገር የሚያውቀውን እውነት በድፍረት ተናገሩ።»

አለና አፋቸውን አስያዛቸው፡፡ ቀኒቷን ለእውነት መታሰቢያነት ሊያውላት ከሚቱ ዝቷሳ!

ሴክሃር በሚሠራበት ትምህርት ቤት የጂኦግራፊ መምህር ነው። በመጨረሻዋ ክፍል ጊዜ የተማሪዎች መለቀቂያ የመጨረሻ ደወል አካባቢ ከትምህርት ቤት ርዕሰ መምህር የተላከና በቁራጭ ወረቀት ላይ የተጻፈ ማስታወሻ ደረሰው። «ለጥብቅ ጉዳይ ስለምፈልግህ ወደ ቤትህ ከመሄድህ በፊት እባክህ ላግኝህ» ይላል የት/ ቤቱ ርዕሰ መምህር አጭር ራኮማንጄ። ሴክሃርም አለ «አይ! ጊዜ አጥቼ ሳላርማታው ስለቀረሁት ስለነዚያ ጣጠኛ የፈተና ወረቀቶች ሊያነጋግረኝ ፈልጎ መሆን አለበት፡” እንደ ጧጣ ጫጭረው የስጠትን የመቶ ተማሪዎች የፈተና ወረቀት አንብቦ ለማረም ሞት ሞት እያመሰለው ሳይነካካቸው ጥቂት ሳምንታት አልፈዋል።

ደዉሉ ተደወለ፤ ተማሪዎችም ከት/ ቤቱ ቅጽር ግቢ እየወጡ በየሬናቸው ወደየቤታቸው መሄድ ጀመሩ። ሴክሃር በቀጥታ ወደ ርዕሰ መምህሩ ቢሮ አመራ፤ የቢሮውን በር እንኳኳቶ ከመግባቱ በፊት ቆም ብሎ የኩቱን አዝራር አስተካክሎ ቆለፈ። ይህን ያደረገው ርዕሰ መምህሩ ወግ አጥባቂ ቢጤ በመሆናቸው በዝርክርክነትና በአለባበሱ ግዴለሽነት እንዳይታዘቡት ለመጠንቀቅ ነው።

ትህትና በተሞላበት ሁኔታ «ጌና ይስጥልኝ ጌታዬ!» አለና ወደተጠራበት ቢሮ ገባ። ርዕሰ መምህሩ ፈገግታ ባልተለየው ወዳጃዊ ስሜት የአጸፋ ሠላምታውን ከሰጡት በኋላ «የዛሬን ምሽት ለአንድ ጉዳይ ፈልጌህ ነበር፤ ነጻ ነህ? ማለት... ትችላለህ?» አሉት፤ ከጠበቀው ውጪ፡ ሴክሃርም አለ «አይ... እንዲያው ወጣ አድርጌ አንኰሻ ለሽራትኒሁ ብዬ ለልጆቹ የገባሁት ቃል እንጂ ሌላ ጉዳይ

እንኳን የለኝም፡፡» «አሃ! እንዲያ ከሆነ መልካም፡ ልጆቹን ሌላ ቀን ታንሸራሽራቸዋለህ፤ ለዛሬ በቤቴ የኔ እንግዳ ትሆናለህ...፡፡»

«ጥሩ ... እንዳሉት ይሁን ጌታዬ ... እሺ ...» አለና «ምን የተለየ ነገር አለ ቤትዎ? ማለቴ በደግ ፈለጉኝ?» ሲል ፈራ ተባ እያለ የተፈለገበትን ጉዳይ ለማወቅ በትህትናና ጠየቀ፡ መቸስ የ 'አለቃ ት'ዛዝ' አይደል?

ርዕሰ መምህሩም ሥጋቱን ተረዱና «አም፣ ሴክሃር በሙዚቃ ደካማ መሆኔን መቼም ታውቃለህ አይደል?» አሉት አሁንም በፈገግታ።

«እንዴታ! በሚገባ አውቃለሁ እንጂ ! ጌታዬ»

እናልህ እስካሁን ለብቻዬ ስማርና ብቻዬን ስለማመድ ከርሜያለሁ። ዛሬና በዚህች ምሽት ግን አንተ ጥሩ የሙዚቃ ችሎታ እንዳለህ ስለማውቅ በደንብ አድምጠህ እንድትገመግመኝ እፈልጋለሁ። እንዲያጁቡኝ ከበር መቺና ቫዮሊን ተጫዋችም አዘጋጅቻለሁ። በዚህ መልክ በተሟላ የሙዚቃ ባንድ የሙዚቃ ዝግጅት ሳደርግና የሙዚቃን ጣዕም አዋቂ ሰው ለግምገማ ስጋብዝ የመጀመሪያዬ ነው። የተሳካ ሥራ እንደሚሆንልኝ ቅንጣት ጥርጣሬ የለኝም።

እውነት ነው—ሴክሃር ከመምህርነት ሙያው በተንዳኝ የሙዚቃ ችሎታንና የሙዚቃ ሥራን አብጠርጥሮ በመለየት ማለፋያውን ከእንቶፈንቶ ለመለየት ያለው ተሰጥኦ እንኳን አይወጣለትም። በከተማው ውስጥ ከሚገኙ ጥቂቱ የሙዚቃ ሃያሲያን መካከል ሴክሃር አንዱ ነው። ይሁን እንጂ ይህ ችሎታው በርዕሰ መምህሩ ዘንድ ታውቆ ለዚህ አጣብቂኝ የሕይወት ፈተና ይዳርገኛል ብሎ አስቦ አያውቅም - በጭራሽ፡ የፈተ ገጽታውን አጢነው ፡ «ዱብ ዕዳ ነገር ሆነብህ አይደል?» አሉት

ርዕስ መምህሩ፡፡ ቀጥሎም «በሬን ዘፔ ይህ ነው የማይባል ሀብትና ንብረቴን ነው የከሰከስኩበት - ለሙዚቃ ፍቅር፤ በሙዚቃ ፍቅር፤ ስለሙዚቃ ፍቅር ስል፡፡»

ሁለቱም ተያይዘው ወደ ርዕሰ መምህሩ ቤት ገቡ። ወደ ውስጠኛው የቤቱ ክፍል በሚያመሩበት ወቅት «እንደምታውቀው ፈጣሪ የልጅ ፍሬ ነስቶኛል ፣ ወልጄ አልሳምኩም፤አሳድጌ አልዳርኩም፤ ለዚህ ብሶቴ ማካካሻ ግን የሙዚቃን ፍቅርና የመጫወት ጥበብ አይከለክለኝም ብዬ አምናለሁ፡፡» አሉ ሀዘን ባጠላበት የንግግር ድባብ። በማክልም ርዕሰ መምህሩ የሕይዎትን መሰላቸት ለማገፍና አዕምሮአቸውን ለማደስ ወደ ሙዚቃ ዓለም እንዴት እንደተሳቡ፤ በመጀመሪያ አካባቢ የሙዚቃ መምህራቸው በችሎታቸው ላይ እንዴት እንዳላገጠባቸውና ተስፋ ሊያስቆርጣቸው እንደሞከረ በሂደት ግን ተስፋ ያላቸው መሆናቸውን እንደገለጸላቸው፤ ያም ተስፋና ምኞት ደስታ የሸውን ሕይወታቸውን ለመደበቅና ለመርሳት እንዴት ሊጠቀሙበት እንደፈለጉ በዝርዝር አጫወቱት።

ርዕሰ መምህሩ ሴክሃርን ለማግባባትና የግምገማው ውጤት ወደርሳቸው ባጋደለ መልኩ የተሳካ እንዲሆን በሀሪ ጨርቅ በተለበጠ ልዩ የእንግዶች ወንበር ላይ አስቀመጡት፤ ለመክሰስ የሚሆኑ ጣፋጭ ምግቦችን አስመጥተው ጠረጴዛው ላይ ኮለኮሉ፤ በጥቅሉ የልጃቸው ባል አማቻቸው ከነሚስቱ በእንግድነት የመጣ ያህል ይመስላል መስተንግዶው፡፡ ቀጠሉናም «አዩህ ፣ ሙዚቃዬን በጥሞና በነጋ አዕምሮ ልታዳምጥና ፍርድህን ልትሰጥ ይገባል፡፡ ስለነዚያ የተማሪዎች ፈተናም በፍጹም አትጨነቅ

አንድ ተጫማሪ ሳምንት ስጥቼሃለሁ፡፡» አለት ፈገግታ በተመላበት ልዩ ቅላጼ፡፡

ሴክሃር በደስታ ተዋጠ፡፡ የተሰጠውን የአንድ ሳምንት የፈተና ማስገቢያ ጊዜም በካ አፋቸው ወደ ሁለት ሳምንት እ ን ዲ ገ ፋ ለ ት ጠየቀ፤ አልተከለከለም-ተፈቀደለት፡፡ ምክንያቱም ለታላቁ የተናጠል «አይዶል ሾው» ገምጋሚነት ታጭቶና ተመርጦ በዳኝነቱ ችሎት ላይ ተሁይሚልና፡፡ በተፈቀደለት አሥር ቀናት ውስጥም በቀን አሥሩን በቀይ ብዕሩ እየቀነደበ መቶውን በአሥር ቀናት ውስጥ አርሞ ሲያጠናቅቅ ያኔውን ታየው፤ በዚያውም ከወቀሳና ከቅጣት ሲያመልጥ ወዲያውኑ ታሰበው፡፡

ታምቡረኛውና ሻዮሊኒስቱ ቦታ ቦታቸውን ያዙ፡፡ ድምፃዊው ርዕስ መምህርም በመሃላቸው ተሰየመ፡፡ የሚጠበቀው የሴክሃር ተረጋግቶ መቀመጥና የሙዚቃው መ ጀ መ ር ነው፡፡ ሁ ሉ ም እንደታሰበው ሆነ፡፡ ድምፃዊው ልክ እንደነሮፌሽናል ዘፋኝ በሁለቱ የሙዚቃ መሣሪያ ተጫዋቾች መሃል ቆመው ጉሮሮአቸውን ከጠራሩ በኂላ ዘፈኑን በሥልት ያስነኩት ጀመር፡፡ በጀመሩት ሥልት ጥቂትም ሳይሄዱ አቋረጡና መላ ትኩረታቸውን ወደ ሴክሃር በማድረግ «እንዴት ነው ቆንጆ እዘፍናለሁ?» አሉና ጠየቁ፡፡ ሴክሃርም ያልሰማ በመምሰል ጥያቄውን የጉንጮሽ ተወኖ ዘፈኑን እ ን ዲ ቀ ጥ ሉ ባ ገ ጫ አመላከታቸው፡፡ ርዕስ መምህሩ ዘፈናቸውን በደስታ ቀጠሉ፡፡ አንዱን እንደምንም ጨረሱ፡፡ ሌሎች ሁለት ዘፈኖችንም ከተለያዩ ዕውቅ ድምፃዊያን በመኮረጅ አቀነቀኑ፡፡ ሰውዬው መዝፈኑ ከጀመሩበት ቅጽበት አንስቶ ግን ሴክሃር በውስጡ «ም ን እ ን ደ ዕ ን ቁ ራ ሪ ት

ያንቁርርብኛል! ምናለ ባይጯጯል! ምናለ የርሱንም የኔንም የሌሎቹንም ጊዜ በክንቱ ባይገድል…» በሚል እየተብሰከሰከ ነው – በዚህም አልቃውም «ምን እንደጉማሬ ያናፉብኛል ጃል፤ ንፋስ እንደሚያርጀበገውበ ቆርቆሮ እየተንኳኳ በጆሮዬ ታንቡር ለምን ይጫወታል» ይላል በውስጡ፡፡ በውስጡ ብቻ መሆኑ ግን በጀው፡፡ እህ? የእንጀራ ገመዱ እኮ ነው፡፡

ስንደሉ ጨስ ጨሶ ሲጠፉ ምንም ያህል ጊዜ አልቀረውም ፡፡ መላ ቅጡ በጠፋ የሙዚቃ ቴማታ ለሁለት ስዓታት ያህል አንጉሎ የተበጠበጠው ሴክሃር ነፍሱ ተጫንቃበት ወዶ ከገባበት አጣባቂኝ የሚወጣበትን ብልሃት እያሰላሳ ነው፡፡ ሥልት በሌለው የሙዚቃ ኪኪታ የደነዘዘው ሴክሃር በግግሽ በድን የሆነ ያህል ተሰማው፡፡ ርዕስ መምህሩ «ልቀጥል?» ብሎ ለመጠየቅ ባንዱ ሙዚቃውን ለአፍታ ሲያቆም ሴክሃር ተሸቀዳድሞ «አዋ!፤ በቃ! በቃ! እባክዎን በቃ የእስካሁኑ ይበቃወታል» ማለቱ በጀ እንጂ ርዕስ መምህሩ በጉርናናና ለዛ የለሽ ድምጿቸው አዳራቸውንም ቢሆን ሲቀጥሉ ዝግጁ ነበሩ፡፡

ርዕስ መምህሩ በራሳቸው የሙዚቃ ክንዋኔ በብርቱ ተመስጠዋል፡፡ ፈታቸውም በላባ ችፍ ብሎ ዝናብ እንዳረገዝ ዳመና ተንቆርኂል፡፡ ሴክሃር ለማንም አዝኖ በማያውቅ ሁኔታ አዘነላቸው ፤ ድካማቸው ልቡን ነካው፡፡ ይሁንና ያ ሁሉ ልፋታቸው ዋ ጋ ቢ ስ ና ከ ሙ ዚ ቀ ኛ ነ ት ተ ር ታ የ ማ ያ ሠ ል ፋ ቸ ው መ ሆ ኑ ን በመገንዘቡ ምንም ዓይነት አወንታዊ ነገር እንዳይጠብቁ በነሊናው መጸለይ ነበረበት፡፡ የሞት ፍርድ እንኳን የፈረደ ዳኛ ተስምቶት በማያውቅ ደረጃ የመርዶው ስቃይ ገና ከመናገሩ

እርሱ ራሱን አስቃየው ፡፡ የርሱን ፍርድ ለመስጠት የርዕሰ መምህሩ ሚስት ሳትቀር ከዚያኛው ክፍል በበሩ በኩል አጮልቃ ትከታተል እንደነበረ ሲረዳ ደግሞ ለርዕሰ መምህሩ ይበልጥ ሆዱ ተነቦጫጨፈላቸው፡፡ «ሙዚቃ ዕጣ ክፍልህ አይደለችም» ብሎ እ ቅ ጩ ን ሲ ነ ግ ራ ቸ ው የሚደርስባቸውን የስሜት ስብራት በማሰብ ትካዜ ውስጥ ገባ፡፡ ታ ም ቡ ረ ኛ ው ና ቫ ዮ ሊ ን ስ ቱ ሙዚቃው በመቆሙ ተደስተው ከጮንቀት እፎይ ብለው የሴክሃርን ፍርድ ለመስማት አቆበቁበዋል፡፡ ርዕስ መምህሩ ዓይነ ርግባቸውን አው ል ቀ ው ና ግ ን ባ ራ ቸ ው ን በመሃርብ ጠራርገው ሲያበቁ፤ «በል አሁን አስተያየትህን ሳትደብቅ ንገረኝ»አሉት፡፡

«የአስተያየቴን ጭብጥ ነገ ል ነ ግ ር ዎ እ ች ላ ለ ሁ ጌ ታ ዬ ? » አ ላ ቸ ው ቀ ድ ሞ ባ ል ተ ዘ ጋ ጀ በ ት ድ ን ገ ተ ኛ እኩሁዎን፡፡

«አይ በጭራሽ! አሁኑኑ ንገረኝ፤ ግዬለህም ግልጹን ንገረኝ፡፡ ቆንጆ ነበር የሁራሁት?»

ቁርጡን ዛሬ ላለመናገር ራሳቸው ለራሳቸው ቃል ገብተው የተከረፈው፡፡ የሚመስሉት ከንፈሮቹ የሞት ሞታቸውን ተላቀቁና «አይ፤ የሁራት በጥሩ ሁኔታ አይደለም ጌታዬ! ተበላሽቶብዎታል» አላቸው፡፡

«አሃ፤ አሃ - ታዲያ በዚህ ሁኔታ በሙዚቃ መቀጠሉ ዋጋ የለውም ማለት ነው?»

«በፍጹም ባይቀጥሉበት ይሻላል ጌታዬ፤ ጅምዕዎ ለሙዚቃ የተፈጠረ አይደለም፤ ውሻ የሚጠራም አይመስልኝም ጌታዬ፤ ቆርፎ ድ ብ ዎ ታ ል ፡ ፡ » አ ላ ቸ ው የ ራ ሱ ባ ል ሆ ነ ሥ ል ት አልባ ድምዕ፡፡ በበኩሉ «እውነት ተናግሮ እመሸት ማደር» ምንም ዓይነት መስዕዕትነት ቢያስከፍል አንዴውኑ ወዶ ገብቶበታልና የአንደበቱ መርበትበት በጭራሽ

አላሳሰበውም። ይልቁነስ ዕለቱን የእውነት መታሰቢያ አድርጎ ሳይዋሽ መዋለ ከምን ጊዜውም በበለጠ በጣም አስደስቶታል።

ሰውየውን ሊያስደስት የሚችል የተሻለ ነገር ቢያገኝ ደስ ባለው። ግን ትርፉ ድካም ሆነበት። እውነት በእውነትነትዋ እንዳለች መቀበልንና መስዋዕትነትን መክፈል፣ ግንባሩንም ሳያጥፍ መጋፈጥን መረጠ። እውነት – አለ ሴክሃር– በጠንካራ መሠረት ላይ ያረፈ ሰጦቹ የመቀበል ፍትሃዊ መደለደልን ትሻለች። እውነትን መናገር ከባድ ነው። አንዴ ከተናገሩ በኋላ ግን ሽክሙ ይቀላል። ዘላቂ እርካታም ያጉናጽፋል።

ከርዕሰ መምህሩ ያማረ ግቢ ወጥቶ እቤቱ እስኪደርስ ድረስ አዕምሮው በጭንቀትና በሃሳብ ውጣ ውረድ ተወጥሮ ሰላም ሊሰጠው አልቻለም። ዛሬ ስለእውነት ብሎ እውነትን በገሃድ መስክሮ ያስቀየመው ሰው ተራ ሰው አይደለም። የእንጀራ ገመዱን ባሰኘው ቅጽበት በጥሶ ራሱንና ቤተሰቡን ለርሃብ አለንጋ ሊዳርግ የሚችል በመምህርነት የሚሠራበት ትምህርት ቤት ከፍተኛው ባለሥልጣን ነው። እናም የተለያዩ ጭንቀት ወለድ መላ ምቾች በአዕምሮው እንደገንዳን እያተረመሰመሱ የነሊና ዕረፍት ነሱት። የወደፊቱ ሕይወቱ እንዲስካሁን በሰላማዊ ሁኔታ ሊቀጥል እንደማይችል ገባው። በትምህርት ቤቱ አሠራር የደመወዝ ዕድገትና ጭማሪ፣ የደረጃ ዕድገትና የመሳሰሉት ሁሉ በርዕሰ መምህሩ ሥልጣን ሥር ናቸው። ነገሩ በእርግጥም ያስጨንቃል። የጭንቀት አጀማዱ ተፈትቶ በሴክሃር አዕምሮ ውስጥ

ሁሉም ጭንቀት ታጉረና አንዱን ሲሻኘው ሌላው እየተተካ ሊያሳብደው ደረሰ። እንደመጽናኛ ብሎም እውነትን በመሻት ስለ እውነት ሲሉ አንገታቸው ለሠይፍ፣ደረታቸው ለጦር፣ ምቹና ፈልሳፋ ኖሮአቸውን ለመክራና ለሥቃይ የዳረጉ የታዋቂ ባለታሪኮችን ስምና ዝና እያነሳና እየጣለ ጊዜያዊ አፍይታን ለማግኘት ጣረ። የነሱን መስዋዕትነት ከእርሱው ጋር ሲያወዳድር ለንጽጽር እንኳን የማይበቃ ኢምንት የሆነ ያህል ታሰበው። በዚያም በብዙው ተጽናና።

ዛሬ የሴክሃር ቀን አልነበረም፣ በቀን አልተነሳም ማለት ይቻላል – ፈቅዶ በገባበትና ለእውነት ዋቢና ጠበቃ ሆኖ የመዋል ቃል ኪዳን መሠረት። ገና ከማለዳው ያቀረቦትለትን ቁርስ በማበሻቀጡ ውድ ባለቤቱን አስኮራፎ ከቤቱ ወጣ። ያ ኩርፊያም በአንድ ጀምበር በነሶ እንደማይጠፋና አሁንም ማታ ሲመለስ ተንቆርዞዛ እንደምትጠብቀው ገብቶታል። ቀጥሎ ጉዋደኞቹን አስቀየማቸው። በሆስተኛ ደረጃ የሥራ አስቃውን ሲያቀበጡ እውነትን ተናግሮ አንጀቱን እስከወዲያኛው በጣጥሶ ጣለው። በአንድ ጀምበር ከሦስት ሰዎች በላይ ሲያቀብጡ ነካክቶ አስቀየመ። በዚህ ዓይነት – አለ ሴክሃር – በዚህ ዓይነት እካሄድ የዛሬውን ውሎዬን ለአንድ ሳምንት ብቀጥል አንድም ጓደኛ አይኖረኝም – ብወድቅ እንኳን ተነሳ የሚለኝና ትን ቢለኝ ውሃ የሚያቀብለኝ እውነትም እውነት ጉደኛ ናት።

በቀጣዩ ቀን ርዕሰ መምህሩ ቢሮ ዘንድ ተጠራ። «ምን ሊሉኝ ይሆን?» በሚል የተደበላለቀ ስሜት ወደተፈለገበት ቢሮ

አመራ። «ዕድሜ ለአንተ በነገርክኝ ጠቃሚ ምክር ተመርቼ ከአሁን ወዲያ ሙዚቃን እርግፍ አድርጌ ለመተው ወስኜ ለአስተማሪው የነበረብኝን ክፍያ ሁሉ አጠናቅቄ አሰናበትኩት። እስከአሁን እንዳንተ እውነትን ሳይፈራ በገልጽ የነገረኝ ማንም የለም ። በዚህ ዕድሜዬ በማይሆነኝ ነገር ላይ ጉትጋታ ሆኜ መቆየቴም ስህተት ነበር። በነገራችን ላይ የነዚያን ተማሪዎች የፈተና ወረቀት ዕርማት ጉዳይ እምን አደረስከው? » አለት።

«ጌታዬ ለነሱማ ትናንት አሥር ቀን ሰጥተውኝ የለም እንዴ ?»

«አሃ! ልክ ነህ ። ግን ሃሳቤን ለመለወጥ ተገድጃለሁ ። እስከ ነገ ጢት ዕርማቱን ጨርሰህ እንድታመልኝ ይሁን።»

«አንድ መቶ ወረቀት በአንድ ሌሊት ታርሞ ሊያልቅ? እኔ አይሆንም ጌታዬ! ያ ማለት ’ኮ አንድም እንቅልፍ ባይኔ ሳይዞር የነገው ጀምበር ቁር ትላለች ማለት ነው። ባይሆን ሁለት ተጨማሪ ቀናት ይስጡኝ ጌታዬ?!»

«በጭራሽ አላደርገውም። ይልቁንስ ሁሉም በጥንቃቁና በሚገባ ታርመው ነገ ጢት ቢሮዬ ይምጡልኝ ። ትርፍ ንግግር አያስፈልግም ወዳጄ ። በዬ በኩል ጨረስኩ!»

«እሺ ጌታዬ! ካዘዙኝ ምን አደርጋለሁ» አለ ሴክሃር። የውስጡ ስሜት ግን ሌላ ነበር ፣ «እውነትን በመናገሬ በዚህ ብቻ የምታለፍ ከሆነ ዕዳው ገብስ ነው። የእውነት መዘዝ እስከ ’ዛልፈት ሊዳርግ ስለሚችል ይህኛው ቅጣት፣ ቅጣት ሳይሆን ቅንጦት ነው ። የባሰ ስላላ አላማርርም – ይብስ አታምጣ ነው! »

🖐 🖐 🖐

the teacher

INSIDE THIS ISSUE

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QUOTE OF THIS ISSUE

"If one is too lazy to think, too vain to do a thing badly, too cowardly to admit it, s/he will never attain wisdom."

Cyril Connolly (1903 - 1974)

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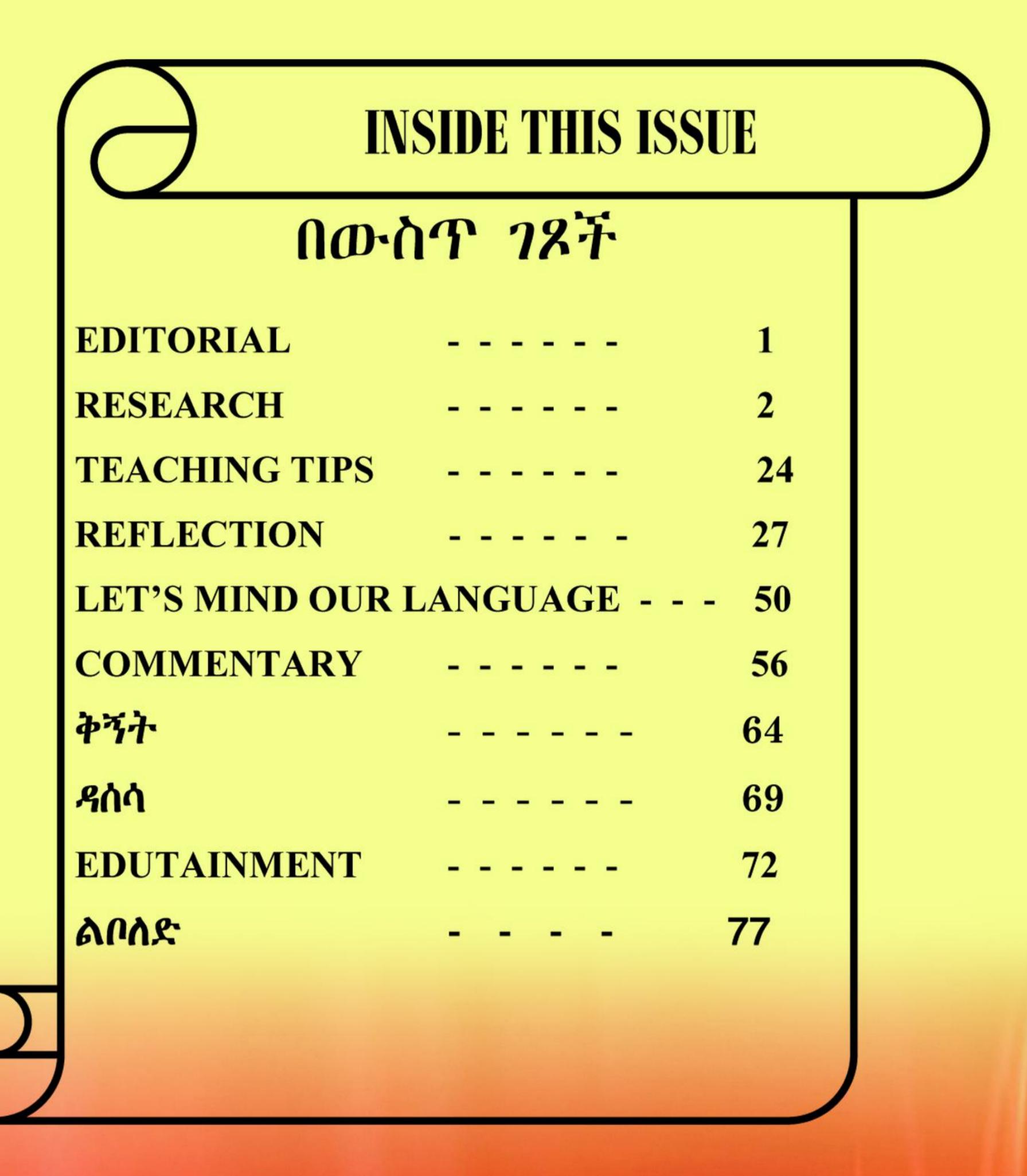
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