

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

**Teaching- Learning Difficulties in Three Selected
Government Primary Schools of Kolfe Keraneo Sub-
City in Addis Ababa in the Case of Destitute Students**

By: Nefisa Mohammed

**A Thesis submitted to the school of Graduate Studies
of Addis Ababa University, Institute of Educational
Research in partial fulfillment of the Requirement for
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Approval of the Board of Examiners

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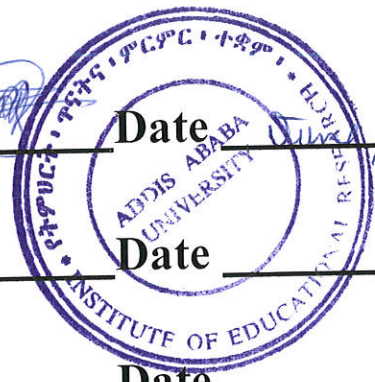
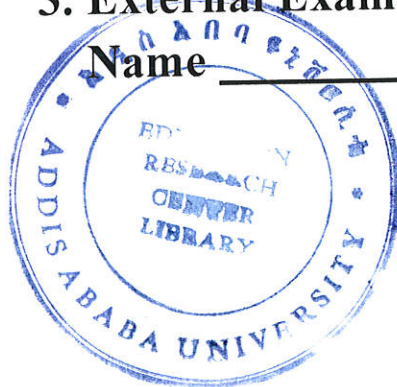
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Abstract

The principal purpose of the research entitled “Teaching learning difficulties in three selected government primary schools of Addis Ababa in case of destitute students” by Nefisa Mohammed was to understand that the presence of destitute students in selected government primary schools created teaching learning difficulties. To realize the objectives of the study, data were collected from three selected government primary schools. Teachers, Parents Studentd Teachers Union (PSTU) leader and few parents were interviewed. Other teachers and purposively selected destitute students participated in the questionnaire. The researcher also made focus group discussion (FGD) with destitute students. Observations were made in two of the three selected schools because the researcher couldn't do it in Weyra Primary School due to extraordinary meetings. The findings revealed that destitute students are the causes of teaching learning difficulties. The problems behind destitute students are source of teaching learning difficulty. School staffs and other stakeholders' intervention reduced students' problem but still there are destitute students who are not included with destitute students in case of shortage and three schools are doing their support with alarm of shortage of supply to destitute students feeding program. On the other way, teachers' involvement in destitute students' case reduced their teaching time and students learning time as per the schools schedule. This is sensitive case that needs solution since it affects teaching learning time. Students being indifferent types of problem made them to be found in learning difficulty. The problem seems upgraded still it takes concerned teacher teaching time and it made other students who couldn't be included under the supporting umbrella keep them still in learning difficulty in cause of shortage. Since the supporting activities are not in sustainable manner and the problems seem to rise up again, appropriate attention is needed from concerned bodies such as policy makers and other stake holders to control the problem.

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DEDICATION

This study is dedicated to my beloved and memorable Father Mohammed Amin Hussien (A.Y.) and to my dearest Mother Khayria Abdulhadi. Nasi, MTU, Meki and other brothers and sisters and also my dearest and sweet children 4As, you are within.

I love You Always!!!

ACRONYMS

ALERT	Africa Leprosy Rehabilitation and Training Center
CRC	Convention of the Rights of Child
FDRE	Federal Democratic Republic of Ethiopia
KURET	Kenya, Uganda, Rwanda, Ethiopia Together
MoE	Ministry of Education
NGOs,	Non-governmental Organizations
PSTU	Parents Students Teachers Union
TGE	Transitional Government of Ethiopia
UN	United Nation
UNICEF	United Nations Children's Fund

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CHAPTER ONE

Introduction

This study was conducted in three government primary schools in Addis Ababa, Kolfe Keraneo Sub City. The main objective of the study was to assess teaching learning difficulties in case of destitute students in selected three government primary schools. This chapter deals with general background of education and primary schools in the country, statement of the problem, objectives, significance, delimitation and limitations of the study and organization of the study are presented.

1.1. Background of the study

Education is essential for the development and civilization of a country. It serves as a basement for economic growth and social development and is a principal means of improving the welfare of individuals. Scholars affirmed this idea by stating that education is key to develop the economic, social, scientific and political institutions of nation states (Lockheed and Verspoor, 1991). In somewhat similar way the MoE in its Education and Training Policy stated that education is a process by which man transmits his experiences, new findings and values accumulated over the years, in his struggle for survival and development, through generation (1994:1).

The purpose of education is to impart knowledge, help to develop skills and bring about attitudinal change to individuals as well as to the society. Thus, education could be defined as a conscious and deliberate process, well planned to modify the behavior of the educated in desirable and socially approve channels and to bring about in the educated specific knowledge and skills (Aggarwal, 1997:12).

The school system in Ethiopia today has been structured as grades 1 – 8 for primary schools and grades 9 – 12 for secondary schools. Both the primary and secondary schools have two cycles each. The New Education and Training Policy states that the primary school offers basic and general primary education to prepare students for further general education and training (TGE, 1994:14).

Primary schools are places where young generations are growing. Adjusting and creating cozy conditions to young students in primary schools is compulsory. Because this is time to put a good sustainable basement. Scholars argue this issue in different ways. "Primary education being the base of formal education pyramid has often been viewed as the most crucial educational level in the formal system because any problem at this level would automatically reflect at the secondary and tertiary levels" (Yalokwu, 2002:109).

As studies indicate, the goals of primary education in Ethiopia are documented by the Ministry of Education in its Education Sector Development Program (ESDP). ESDP's center of attention was launched in 1997/98 is to make primary education universal by the year 2015 (Yalokwu, 2001:110). One of the goals is to enroll more children in primary school, it stated as: "More children will attend school with the enrolment expanding from 3.1 million to 7 million in 2001/02, which increases gross enrollment ration from 30 percent to 50 percent...."(Yalokwu, 2001:110).

While coming to the real practice there are different cases which can limit the progress of the working plan. Dropout from primary school is one of the cases to delay the plan. As Daniel pointed out some of cases of dropout from primary school are: economic problem, students food shortage, lack of wearing uniforms and learning materials since parents were severely poor and in case of parents' poor awareness on the purpose and use of educating children and ... (Daniel 2012:60).

On the other hand, "Limited educational effectiveness in developing countries results from the failure to provide the minimal inputs necessary for successful learning." Lockheed and others: (1990:14). The writers pointed out these minimal inputs by comparing high-income countries with low-income countries and raise special issues. The condition of primary schools modernity, being well-equipped schools with shelterless or ones that are poorly constructed with ill equipped schools, the length of learning time, 900 hours learning in high-income countries and 500 hours learning in low-income countries. Teaching materials, condition of curriculum, teachers' educational back ground, on the other hand they raised the classes' capacity and compare 20:1 of high-income countries students with in one class to 50:1 of low-income countries student and express the students as many of whom are chronically undernourished, parasite-ridden, and hungry.

To reduce hindrance and rich at the planned goal, primary schools have to make known their teaching and learning difficulties and try to be on effective teaching and learning process. The teaching and learning difficulties can be seen in teachers and students side and it will affect quality of education and primary educations universal plan.

This paper has an intention to find out selected government primary school destitute students' that has economical problems and needs to assess as they are cause of teaching learning difficulties.

Different studies have been conducted by different scholars about primary schools. But they are related to the curriculum, students' dropout, NGO's participation with primary schools, Educational challenges of AIDS orphaned children and others but there is no study strictly focused on destitute students' case and how it made them to lag from their study and what challenges follow on teachers and school community. So this study attempts to examine the case in the selected schools.

1.2. Statement of the problem

The case which encouraged the researcher to undertake the study in point was that her participating in one primary schools' community meeting in which the challenges faced by destitute children was rose. On that occasion the teachers were bringing into light the most terrifying truth as these destitute students are even driven to the point of drooping school and even look for another option to survive than to think about their education at an early age.

As the researcher understands from her first information, she feels that teachers and school leaderships are suffering with destitute students; they start to carry other sense of duty in addition to teaching and administrating the process, and feels as this may create teaching and learning barrier in the school and would like to know the challenges students face and wants to examine teachers teaching difficulties and on the other way students' learning difficulties.

With this in mind, the researcher was inspired to undertake this research: Through some information and personal observation the researcher noticed that such problems are not uncommon in our primary schools. In some schools, both teachers and school management openly disclose that they are struggling to teach children who live under extreme poverty and who cannot afford to be in the same classroom with children from the average family. This situation might have its own grave /serious/ impact on students firstly, from attendance of classroom teaching-learning activities, absenteeism, repetition of grades and dropout consequently on such students' academic performance. In addition, the researcher read a magazine (ፎክ 2003:6 - 8) which has an article in titled “ይርባል ምን በልተን እንጭ?” this article also catch the attention of the researcher to go on the research title and encourage her to go the stated school in the magazine “Biruh Tesfa Primary School.” Thirdly, how serious the problem in government primary schools and how this challenges the school community (teachers and school leadership) and finally the researcher's case is the Government of Ethiopia has adopted the EFA goals of ensuring universal access to and completion of basic education and reducing the adult illiteracy rate by half in 2015. But the case of teaching and learning difficulties in government primary school may delay the planned action. Hence, this study was guided by the following research questions.

1.3. Basic Research questions

The following research question will be answered by the study.

- Is the presence of destitute students is the cause of teaching and learning difficulties?
- Do the school community and other stakeholders involve in destitute students' case?
- Can the teachers teach as per the schedule of the school? How about the students'?

1.4. Objective of the study

1.4.1. General Objective

The general objective of the study is to examine the teaching learning difficulties of the selected government primary schools of Addis Ababa in case of destitute students.

1.4.2. Specific Objectives

The specific objectives of the study are:

1. To express the kind of gaps created by destitute students while teaching and learning takes place
2. To express how teachers are involved in destitute students case in their teaching time.
3. To assess what schools by themselves and the local communities are doing in order to reduce the challenges encountered by destitute students
4. To arrive at the recent condition of destitute students in the selected primary schools.

1.5. Significance of the study

This study is trying to open and disclose the hidden problem of destitute students in government primary schools, which is harming the teaching learning process. As stated by scholar, "Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities". (Deribsa, 2006 : 124) With this it is clear as primary school students need support to be healthy, well-nourished and ready to learn.

Hence, the study will inspire schools to create a center of attention involving concerned body and community members which may lead to the reduction of some of the problems. The study may also help policy makers to focus on this destitute students' case to create a mechanism to support them in their primary school. The problem is declining the growing steps of primary school enrollment bit by bit. For this reason the study has significance in

inspiring the community to participate in supporting students, and schools will share experiences from each other.

In contrast, the study has significance to the community, government and non-government organizations which work in the area of education in general and the area of destitute students in particular starting from primary schools to higher institutes students to thoroughly work on the destitute students' problem. The study may also help as a departure for other researchers to do further deep study.

1.6. Limitation of the Study

It is obvious that so many studies have been conducted in the field of education and still a number of investigators are being conducted their research in the area. Most of these researchers use the school societies as a source to collect data. Because of this, teaching staffs and administrative workers in schools are tired and bored in filling questionnaire and were not even willing to fill the questionnaires properly. This was especially true in Addis Tesfa, Biruh Tesfa and Weyra primary schools where the researcher faced real challenge. Nevertheless, the researcher made utmost effort to secure the necessary data by repeatedly visiting and more time than it would have been. So the researcher obliged to use limited number of concerned teachers, administrators and destitute students.

1.7. Delimitation of the Study

Even though the issues of teaching learning difficulties in government primary school include many variables that may directly or indirectly contribute to it, the case of destitute students have been dealt with in this study. Due to time and other resource constraints, the study confines itself to this factor only although it is clear that other factors such as teachers' educational status, curriculum, students educational background and other cases may have some effect on the issue of teaching learning difficulties.

In addition, the need for conducting research on government primary schools destitute students' case is so important and may require wide coverage at the various part of Ethiopia.

However, the study was limited to the selected three government primary schools in Kolfe Keraneo sub-city, Addis Ababa. The time of the research is also limited to the academic year of 2005 E.C.

1.8. Operational Definitions

Destitute students: Students lacking necessities of life: lacking all money resources and possessions necessary for subsistence, some of them are orphans, living with relatives or one of their parents.

Teaching learning difficulty: A kind of problems created while teaching and learning take place. These are causes not to teach in view of the schools schedule or not to learn also. It could happen in teachers and in students' side.

1.9. Organization of the study

The study is organized in five chapters. Chapter one focuses on the background, statement of the problem, inspiration of the study, basic research question, objective, significance, limitation and delimitation of the study. This is followed by the literature review that assesses related cases regarding to the research topic. Chapter three encompasses the methodology adopted while the description of the data is presented in chapter four. The findings of the study, some conclusion and recommendations will be followed by chapter five.

Chapter Two

Review of related literature

In this section the researcher has made an attempt to review the scholarly literature pertaining to her study. She has utilized the review of the scholarly literature as source of an additional knowledge about Ethiopian children, and their resent status through reports, other prior studies, or existing theories or assumptions about government primary schools and primary school students drop out cases, and in addition, she used it to relate her study to the large on-going discussions in the literatures about government primary school students problem.

2.1. The concept of destitute students

Destitute students are student lacking necessities of life. Lacking all money resources and possessions necessary for survival, and they are living in poverty life. Some of them are orphans, living with relatives or one of their parents; they may be street children, child victims of labor exploitation, children with disabilities, abused and neglected children.

Problems behind destitute students are different type and their being poor is common. Some of them are orphans in one side or both side in case of HIV AIDS or some other case. If they lost their parents in cause of HIV AIDS the children also have a chance to be victim of the virus and they may have health problem in addition to economical problem.

In Rose Smarts study the definition of orphan varies from country to county in related to age and parental loss. In Namibia a child under the age of 18 who has lost a mother, a father, or both or a primary caregiver due to death, or a child who is in need of care. In Ethiopia, a child could be orphan if he/she is less than 18 years of age who has lost both parents, regardless of how they died. In Uganda also if a child below the age of 18 years who has lost one or both parents, and in Rwanda, if a child who has lost one or both parents they could be orphans (2003:3). With this it is clear as losing one or both parents or losing primary caregiver, make the children to be orphan and face different problem and found in destitute life.

Other children have patient or disable parents and they need their children giving hand. On the other side destitute children may be living with migrant parents or guardian with different cases or children may be stolen from country side to use them as house made. All problems are

making these children to live in poor life. While conditions are worsen, if their parents or their first care givers can't manage to help the children, or if they remain alone in case of parents' death, or other things like being patient or being aged, the destitute children became vulnerable. They become lonely and exposed to out to street life, exposed to different types of abused life and also exposed to school dropout and labor exploitation.

According to Rose Smart, children defined as vulnerable in different countries on their country policy definition as follows. Botswana's policy define vulnerable children while they are living in life of: street children, child laborers, children who are sexually exploited children who are neglected, children with handicaps, and children in remote areas from indigenous minorities. (Rose 2003:6)

On Rwanda's Policy definition; children under 18 years exposed to conditions that do not permit fulfillment of fundamental rights for their harmonious development, including: children living in households headed by children, children in foster care, street children, children affected by armed conflict, infants with their mothers in prison... are considered as destitute children (Rose 2003:6)

With all mentioned cases children may exposed to destitute and vulnerable life. These cases are making children to face different problems in their early age of primary school life. The case made them to be different than other normal students since they don't have parents; they may be under the control of children, children in others care, street children, child laborers and other life. They can't learn smoothly in their school, they reflect their problem in the school and this made them not to learn and make the teachers not to teach as the school plan because they have to involve in destitute students problem solving.

2.2. The children rights

At national and international level, children are given different rights of which the right of learning is the one and concern of the educator. "Education, which is a fundamental human right, has been regarded as the driving force behind economic, social and cultural development. What occurs in the school is virtually a precise reflection of the developments in a society." (Firdissa 2001:343). With this idea it is clear as economical, social and cultural development can

be achieved through education or by teaching the society. To approve education as one of fundamental human right especially in primary education, children rights related to education have to be known.

Teaching and learning must take into account the life conditions and prospects of the children. For this reason education authorities have to include children's and their parents' views in the planning of curricula and school programmes. Education can shape the motivations and behaviors of children only when human rights are practiced in the institutions in which the child learns plays and lives together with other children and adults. Children participation is indispensable for the creation of a social climate in the classroom, which stimulates cooperation and mutual support needed for child-centered interactive learning... [United Nations Convention on the rights of Child (CRC)] (24:2009)

In general with this statement the researcher can understood that children have the right to be heard in educational activity and enhancing them to learn in conducive and encouraging manner. Concerned bodies have to create conditions for children to express their needs, gaps, interests and for their requests as appropriate influence have to be given by practicing human rights in institutions, by giving suitable power in elimination of bias, avoidance of harassment and disciplinary measures.

2.3. General Condition of Ethiopian Children

The researcher is focused on one of the report by "Save the children", since it can give high light on the general condition of Ethiopian children. As noted on the report, "In Ethiopia nearly half of the populations (48.6%) are children under the age of 15 years, of which nearly 18% are under the age of 5 years. The country is characterized by a high fertility rate and a rapid population growth."(2001:89).

With this it is clear as most of primary school students have to be included in less than 15 years of age and it is a big range and has to get treatment to make them educated and be fruit full citizen since as the number indicates as they are nearly half of the populations.

In addition, the report pointed out the countries children at risk of needing care outside the family as: - street children, juvenile offenders, internally displaced children, Refugees, child victims of labor exploitation; children with disabilities, orphaned and abandoned children abused and neglected children. (2001: 89-90)

With this the researcher can have an image of such different conditions on Ethiopian children generally, with this circumstance some students will go to school to learn but they are creating many gaps in cause of their different problem. Others spend their learning and growing time out of school, they are struggling to survive. This research would like to see and investigate three selected government primary school teaching learning difficulties in case of destitute children.

2.4. Teaching Learning Difficulties

Teaching learning difficulties are problems faced by the teachers and students while teachers are teaching and students are learning in the class. There are different reasons to create this difficulty. This may be on teachers' side or on the learners' side.

Learning difficulties are problems of students while teaching learning is taking place. With different cases though students are coming to the class they can't learn as per the school schedule even they create problem on teachers and teachers also can't teach as they plan.

As Daniel pointed out, lack of preschool education, low age of entry to school, lack of adequate learning materials, large class size and lack of adequate space and poor economic status of families are some of the reasons for learning difficulties (2002:246-247). Insufficient learning materials, lack of preschool education and poor economic status of families are the main reasons for the accessibility of destitute students. Since destitute students have parents of poor economic status they can't fulfill the students need like sending them to preschool education, buying them sufficient learning materials, and sending their children to the school in which large class size and lack of adequate space problem is seen in case of using excess number of students in a class.

The cases holdup teachers teaching activity in trying to solve on learning material problem, trying to upgrade students who didn't pass through preschool education, in treating low age entry students and starving students and also teachers cannot communicate and make follow up with all students in case of large class size and insufficient space in the class.

that could help in the development of skills and academic achievement. Some examples would be the use of home computers; visits to zoos and museums; attendance at pre-school programs; availability of literature and educational reading materials; interaction with educated, literate and well-spoken adults; and being read to by a parent. (Slavin, 1998:28-32)

With those all different cases the students learning capacity will be bright depending on their growing conditions with fulfilling their basic needs to learn. Students coming primary school without passing in preschool, without fulfilling their basic need, they couldn't be familiar to the school easily. Students have a feeling of frighten and unease in case of coming to new place in which they are looking new activity, teaching learning materials, the teacher their peers and other conditions. But if they were staying in preschool before, they can communicate easily to each other, they can learn and communicate with their teacher easily and they can participate in class activities. Instead of learning the setting they will pass to gaining other knowledge in their new grade and will be effective. With such condition teachers can teach easily bright students who are familiar to class activity who knows them role in class.

With all arguments, it is to be known that teachers teaching interest and the need of preschool formally or informally and the good growing area for children are important for their primary school activity. It can made teachers to teach with full interest and made children to be familiar with primary school and can learn without difficulty. If children may not get the chance of attending preschool in cause of parents/guardian economic status this gap has to be fill and children's attending in preschool before primary school is mandatory. It enhances children's to develop their basic skills essential for learning at a primary level. And also the researcher can grasp an idea of lack of readiness to learn has relation to learning difficulties since students are not ready to learn they will face learning difficulty in school. They can also affect the smooth teaching process.

2.6. Cases of School Dropouts

Referring to UNESCO, Daniel Teshome (2012:13-14) mentions that the causes of school dropout are multiple, but fall into two general categories: those that are rooted in the overall

social and economic environment and those that stem from the way the school system itself is organized and operates.

As Daniel Teshome's investigation, student dropout cases are categorized in to two categories: internal or school-related cases and external or out-of school related factors.

School related cases for students drop out are: distance to school, the curriculum, text books and other learning materials, teaching methods, large class size, teachers attitudes towards students, absence of guidance and counseling service, teachers and school principals qualification and familiarity.

In cases of out of school related factors, he argued on low level of parents' monthly income, low level of parental education, divorced parents/broken family, highly involved in domestic work, involvement in generating income for the family, unable to afford expenses of school supplies, deceased parents, parents low attitudes towards formal education, pupils health problem, early marriage, teenage pregnancy, the religion of children parents and highly involved in domestic work.

As a result he found that, the eight major out-of schools related factors for students' dropout are major and serious one. These were: low level of parents' monthly income, low level of parental education, divorced parents, involvement in domestic work, unable to afford expenses to school supplies, involvement in generating income for the family, parents low attitudes in formal education, and deceased parents are the major factors that contribute to high rate of dropout in the study area in respective order.

But Daniel didn't relate cases of dropouts are the major foundation of teaching learning difficulties. On the researchers view, low level of parents' income affects students learning interest because they may not fulfill all students need related to their education. Parents low level of education also contribute to students' weakness in a school because parents can't encourage students and tell the importance of education but they simply send them to school since they saw while others are doing because they have low attitude in formal education. On the other way social problems like having divorced parents, deceased parents, students involvement in domestic work, students involvement in generating income for the family, parents unable to

afford expenses to school supplies are the main causes for teaching learning difficulties in primary schools since problems made students unready to learn and it go ahead to teaching difficulty because teachers are involving in destitute students problem solving case.

2.7. Effective Teaching Learning Environment

Since the topic of this study is based on teaching and learning difficulties, it needs to assess what is effective teaching learning environment. Effective teaching and learning environment holds strong, potential and vision full teachers with students of having learning interest and willingness with bright vision. It has relation with teachers teaching interest and students learning capacity.

As World Bank, three critical determinants of effective teaching are knowledge of the subject matter, pedagogical skills and motivation to teach (World Bank 1990:23).

While explaining each determinants of effective teaching, it is clear as teachers must have knowledge of the subject matter of the subject they are going to teach otherwise without having knowledge of the subject matter they can't to teach what they don't know, they can't to teach the lesson, they can't answer students' questions, teachers' may lead the students to the wrong way even.

Pedagogical skills also are important for teachers because they can teach their students by using different way by understanding their students learning potential. Teachers in primary school can hold their students in teaching the subjects with attractive ways by creating inspiring conditions to learn. To develop pedagogical skill the known pedagogical theories has to be practiced. "Practice teaching helps prospective teachers' master pedagogical skills and also prepares them to cope with unexpected events in the classroom" World Bank (1990: 24). With this it is clear that as qualified teachers in holding of pedagogical skill won't exposed to unexpected events in the classroom such as challenges coming from attentive students.

And teachers also have to be motivated in different way to promote their teaching activity or else they will be board and unhappy. Motivating teachers is a way of holding teachers with constancy in a school and making them to play their teaching role successfully. Teachers can be motivated in different ways like their salary, working area, having bright and attractive students and other cases. Conditions have to be clear from hindrances which can be discouraged teacher teaching

activity. If conditions are settled in a convenient manner for teachers, effective teaching atmosphere will be created.

According to World Bank;

“Low teacher moral leads to high rates of teachers absenteeism and attrition. Teachers’ absenteeism reduces students learning time, while teacher attrition increases the costs of teacher training. Low moral undermines even the most conscientious and capable teachers’ enthusiasm for teaching. The causes are low salaries, poor working conditions, insufficient career advancement opportunities, and/or weak support services.(World Bank, 1990:24)

Poor working conditions include students coming class without fulfilling learning materials and without bright face to learn. This means that students coming class with different gaps make the class to be poor working place and change the teachers teaching interest and they discouraged with the condition.

In addition other scholar pointed out five important concepts for effective teaching are lesson clarity, instructional variety, teacher task orientation, student engagement and success rate. With this he explained the points as:

The five concepts lesson clarity, instructional variety, teacher task orientation, student engagement and success rate represent some of the most important behaviors and skills that are central to modern definition of effective teaching. It would be safe to say that without the knowledge and skill to present lessons that are clear, that incorporate variety, that are task oriented and that actually engage students in the learning process at moderate-to-high rate of success, no teacher could be truly effective in producing desirable patterns of student achievement and attitude (Borich, 2011:11) .

In relation to this, it is clear and has to be understood that, to be effective, teachers have to make their lesson clear to their students; they have to use different ways of teaching, use all teaching

time properly, and try to make their students busy in learning. This study will focus and discuss on this main issue that is “in case of destitute students is it possible to use all teaching time properly and can teachers make their students busy in learning?”

Here the researcher would like to focus on student engagement since students coming to school with different problem couldn't be engaged in learning activity. As Borich “Students engagement in the learning process or engaged learning time, is a key behavior that refers to the amount of time students devote to learning in your classroom.” Borich(2011:12). For students' achievement their time devotion to learn by engaging themselves in learning is very essential. If they spent their learning time without listening their teacher, without understanding the lesson, without doing class activities or participating in class discussion and as a result coming class without doing home work will be created. With this it is possible to say that the students are not learning but coming class simply and can't engaged themselves with learning activity. Such conditions also may discourage teachers teaching interest.

In all the above literatures mentioned from 2.1 to 2.6, the case of teaching learning difficulties due to the presence of destitute students is not studied specifically. Thus this researcher will fill the gap.

CHAPTER THREE

3. DESIGN AND METHODOLOGY OF THE STUDY

3.1. Methodological approach

The approach through which this study conducted is qualitative research method and it is also a descriptive research which attempts to describe systematically a situation, happening, and resent condition of destitute students in selected three primary government schools in Kolfe Keraneo Sub City. The research participants' feedback is considered in field work includes interviewing, observation, Focus Group Discussion and using questionnaire. Though the study is not based on historical knowledge, to know the case of students' being vulnerable, the researcher attempts to know what is behind the students. "A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007).

3.2. Research Design and Procedures

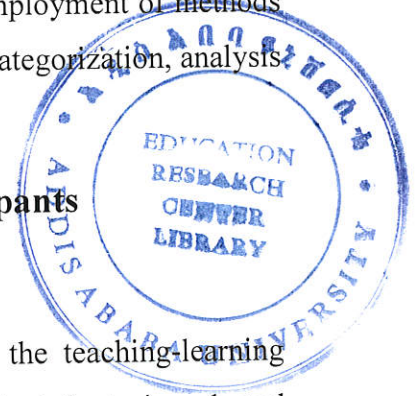
This study has applied the exploratory case study approach to examine Teaching-learning Difficulties in three selected Government Primary Schools in case of destitute students.

This paper was carried out in three phases. The first phase, which was the preparing phase, holds proposal development, assessing and writing of review of related literatures, development of methods of data collection and strategies of data analysis. The second phase was beginning assessment (i.e. creating connection with three selected primary schools directors, teachers, charity club members and students), employment of methods or systems of data collection, data transcription, data coding, data categorization, analysis and interpretational. Thirdly, draft writing, and finalizing the work.

3.3. Sources of data and selection of research participants

3.3.1. Sampling Procedures

The main intention of this study is to investigate and describe the teaching-learning difficulties in case of the presence of destitute primary school students in selected government schools which might be affect the teaching learning process. To achieve this



aim the researcher designed a study in selected schools. It was then planned and searched for better representative site and information-rich informants and used sampling.

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected. It helps to reduce expenditure, save time and energy, permit measurement of greater scope, or produce greater precision and accuracy. Sampling procedures provide generalizations on the basis of a relatively small proportion of the population (Lokesh Koul, 1997:111).

With this reason, the main data source for the study were teachers, three directors, destitute students, one active participant of PSTA chairman and three student parents (from one of the three schools, (in Biruh Tesfa)) who could get fortunately in the school compound, they are working in the school farm place, are samples to represent the school.

The researcher has used teacher as a key informant from each of the three schools. They participated in interview, questionnaire and in Focus Group Discussion (FGD) they assist the researcher as group leader. The researcher organized two groups in each school with the help of key informants. The key informants select the concerned destitute students. Seven students were participating in each group. In addition one active participant of PSTU (Parents Students and Teacher Union) chairman of Biruh Tesfa School is participating in this research as a key informant since he is so involved and concerned in destitute students' case.

On the other hand, from each school destitute students, teachers including who are not charity club members and school directors are participating as informants in questionnaire only.

3.3.2. Site Selection and its foundation

As the researcher mentioned before, after judging as destitute students problem is there in all selected schools, she found that as all the three schools are important to represent other government primary schools since they have different level of students' destituteness situation. On the other hand as learned from the informants one of the primary school "Biruh Tesfa" is the well known with destitute students' case than others and the rest two are in a better condition than " Biruh Tesfa" but they have also destitute students.

3.3.3. Selection of research participants

The participants of the research were identified and approached through a combination of the snowball method and deliberate choices. In some cases, thus one informant directly or indirectly lead to another, but the researcher also intentionally hunted individual whom the writer fell they know something as their approach or assumed that they would provide particular information on a given topic. In the course of the study, certain key informants were identified, who were interviewed several times and who become important in cross-check information.

In non-probability sampling, the units are selected at the discretion of the researcher. Such samples use human judgment in selecting units and have not theoretical basis for estimating population characteristics. If the researcher is to select a sample of 200 school students, he may exercise his own judgment based on experience for including a given student in the sample. The sample so selected is called a judgment or purposive sample. Such a sample is arbitrarily selected because there is good evidence that it is a representative of the total population (Lokesh Koul, 1997:113).

Therefore, using snowball strategy, it was discussed with different people in the school, and then selected those who have a good knowledge about the issues under study as sources of data. In this regard, the participants of the study were teachers, which are participating in school charity

club members, destitute students as selected by their teachers, active participant of Parents' Students' Teachers' Union (PSTU) in Biruh Tesfa Primary School, and some parents of destitute students which are working in the school. An attempt to get parents in their house was not succeed since they are not available easily because they are far from their house most of the time in case of finding their basic needs.

3.4. Data Collecting Tools

The data inputs for the study were based on primary sources. Interviews, (structured and unstructured form) observation, focused group discussion and questionnaire were used as tools of primary data collection for the qualitative case study. For the sake of ethical consideration, the informants or participants who are involving in every tool the researcher used are informed that no harm will come to them or to the school system as a result of their participation in the study.

3.4.1. Planning and conducting interview

Interview is one of the means of collecting data in face to face matter. "For the purpose of research, interview may be used as a tool for gathering data required by the researcher to test hypothesis or solve his problem of historical, experimental, survey or clinical type of research. This type of interview is called research interview." (Lokesh Koul, 1984:176)

At first hand, the researcher created a good relationship with interviewee, because as Koul pointed out, "in execution of an interview, a harmonious relationship between the interviewer and interviewee is most essential. A good rapport helps the interviewee to feel at ease and express himself willingly (Lokesh Koul, 1984:177)."

Unstructured interview was held before the structured interview take place. Because the researcher would like to know the attitude of interviewee, as they are willing to be recorded and how far they know the case what the researcher wants to grasp. Unstructured interview was done with PSTA chairman of Biruh Tesfa school, Three representative and active participants of charity club members in three schools, with this since the researcher creates good attachment with them, the researcher use unstructured interview as means of arranging the interview questions and asking the respondents to arrange other schedule to the structured interview with

this gap the researcher can understand that the respondents were not willing to be recorded. And it was good chance for the researcher to arrange interview research questions with check list in order to save time in writing what they replay. The unstructured interview also included students who can't express themselves on questionnaire and with the proposed students who are supporting by the school for triangulation case.

Before starting the structured interview, schedule was arranged in advance and respondents were informed about the purpose of the study. An arrangement was made with the school administrators, PSTU's chairman, and charity club chairman. I used their convenient time.

In addition with parents' who are working in the school compound also unstructured interview was held to have general idea. Since the researcher was informed as they can't read and write and can't give their feed back in writing. But while interviewing parents, the researcher could understand that one of them can read and write.

More specifically, the researcher conducted the open ended interviews with:

1. PSTU Chairman of Biruh Tesfa Primary school
2. Two Charity Club Committee members, from Biruh Tesfa primary school, Weyra Primary School and Addis Tesfa Primary School./ They are teachers also/
3. Students, as selected by teachers from the schools.
4. Parents of destitute students (from Biruhe Tesfa Primary School, whom are working in the school project).

The interview of the study was conducted with an informal conversation. The researcher was listening the informants even though they out from the topic. But the researcher was obliged to remind them the objective of the study, and tell them to come to the point politely.

3.4.2. Questionnaire

Questionnaire is one of qualitative data collecting tool. As scholars expressed it: "Questionnaire is a popular means of collecting all kinds of data in research. It is widely used in educational research to obtain information about certain conditions and practices, and to inquire into opinions and attitudes of an individual or a group." (Lokesh Koul, 1997:146).

On the other hand,

“The questionnaire is a form of interview by proxy, where there is no face-to-face contact between the interviewer and the interviewees. It is a form with pre-set list of questions requiring responses from the respondents.” (Daniel & Firdissa, 2009:119)

In addition the researcher can approve that questionnaire also used for respondents to use it on their convenient time and place without any interference. And it is also help full for shying respondents like most primary school students. But the problem is questionnaire can't be used for lower class students and for who can't read well and write properly. For this case the researcher required to read the questionnaire and write the answer for some students and also for three parents who are the only parents available in Biruh Tesfa School, by using a check list.

The questionnaire used for this research is constructed in Amharic language since the researcher had agreed with informant teachers and the questionnaire is planned to dispatch to government primary school students. On the other hand the questionnaire is arranged in closed and open questions type.

Questionnaires that call for short or check responses are known as closed form or restricted type. They include a set of questions to which respondents can reply in a limited number of ways. “The open-form or unrestricted type of questionnaire calls for a free response in the respondent's own words.” (Lokesh Koul, 1997:147)

The researcher also forced to use questionnaire since some informants can't available easily specially teachers. On the other hand the researcher can't collect destitute students from their class easily but after their lunch program their teachers selected better students, whom can express their idea in writing and understand the research question. So the snowball system helps the researcher to have better informants and hold these students for further study and the researcher used the same students to participate in FGD and used them to clarify their answers on the questionnaire and to triangulate their response to the questionnaire.

3.4.3. Focus Group Discussion /FGD/

Focus group discussion was treated as a part of the data collection instrument. The purpose of the FGD was to supplement and enrich the information that was collected through questionnaire.

Some destitute students' responds on questionnaires were vague. The focus group discussions were held in the three schools with a group of destitute students in case of their illegible hand writing and short answer on the questionnaire, and also to triangulate their idea and understand their feeling. The size of the focus groups was 8 informant students in each group in each of three schools, in each group there are 4 females and 4 males. One of the groups was lead by key informant of the school and the other group was lead by the researcher and we were using check list to collect the information.

3.4.4. Observation

In this study the researcher plan and conducted observation to get tangible information of the school's treatment for destitute students. To implement the plan the researcher arranged destitute students' breakfast time, know their place and their presence with concerned teachers. The observation was made on non participant position, but the teachers who are treating the students know the researchers presence.

“Observation is the process in which one or more persons observe what is occurring in some real-life situation, and they classify and record pertinent happenings according to some planned scheme. It is used to evaluate the overt behavior of individuals in controlled and uncontrolled situations. Observational methods have occupied an important place in descriptive educational research.” (Lokesh Koul,1997:176).

Observational data especially non participant observation, permit the researcher to understand a routine practices during breakfast serving time for destitute students. As a technique for gathering information, the observational method relies on a researcher's seeing and hearing things and taking a picture. Since the use of multiple research tools in qualitative research is one method to enhance validity. Observation was done in all three schools but they didn't allow the researcher to take picture of destitute students while serving their meal.

On the other hand Biruh Tesfa School, made the researcher to understand as an additional project activity is doing in the school to support destitute students. The researcher can observe and take picture of hen cultivation, and cows fostering and planting vegetables for destitute students' consumption and for sale and to use the income for the school charity club. The researcher had taken pictures of farming places of Biruh Tesfa primary school with workers on the project.

Since three primary schools are running treatment of students as much as they can, there is no student suffering with hunger as before. So, the researcher decides not to observe students in the class. But teachers who are concerned on destitute students' case are interrupting their teaching and communicate with donor in their teaching time, it is observed in Biruh Tesfa Primary School once in the researcher's presence.

3.5. Ethical consideration

Denzin and Lincoln (1994), Merriam (1988) and Creswell (1994/2003) have remarked that in qualitative research full attention should be given for moral and ethical principles. Hence, the researcher has given a particular consideration to ethical principles developed by these scholars, particularly regarding ensuring informal consent and assent, developing confidentiality, maintaining anonymity and other related ethical issues.

Accordingly, the researcher prepared and proposed a set of ethical principle or research protocol for her research and informed the participants throughout her study. Even though most research participants allow her to use their name and some are with hesitation, as it is for ethical case, the real names of the respondents were not used in the presentation of their responses. For ethical issue, the researcher would like to use their occupation in the school and their response only except the key informant from Biruh Tesfa Primary School Ato Mezgebu, since he is willing and positive and could be very clear while describing his activities in the school.

3.6. Data Collection Procedures

Since the researcher approved the presence of destitute students in one of the three schools before, the first concern of the researchers duty before data collection procedure was to judge whether there are destitute students in other selected two government primary schools or not and are there participants who could provide the real information to realize the objective of the study. Then the researcher decided to communicate the school directors, she briefed them the aim of the study and they agreed and approved to the researcher as there is destitute students' case and also there are activities to help the students. Fortunately the directors and their representatives in the three schools were willing for the researcher case and guide her to their "School Charity Club". Then general information has given by the researcher to them, all the concerned charity club

member teachers for destitute students' case are interested to the study and the researcher decided to go on the work.

The first visit enables the researcher to understand as there is different level of students' destituteness in three schools. Which is related to number of destitute students, the students' complicated case and the schools activity for the case is so difference. In this regard, the researcher decided to work on three schools.

In the second visit the researcher went to three primary schools with pilot study questionnaire which can help her to have a back ground of the schools, to know the attitude of respondents to answer her questionnaire and also to arrange a better questionnaire based on their response and to avoid unnecessary questions.

The pilot study aware the researcher to communicate with concerned teachers and charity club members to destitute students'.

The pilot study focused on the general information about the schools number of teachers, students, about clubs in the school, destitute students case in the school including their number, presence of destitute students related to teaching learning difficulties, about the concerned body for destitute students' case and majors taken to reduce destitute students' problem

Based on the pilot study feedback, the researcher had decided to check also what is behind the destitute students? Because, most of the feed backs hold students' problem case is related to their parents/guardian problem and it is with different cases. Unfortunately, the researcher couldn't get the chance to collect information from destitute students' parents, because their parents/guardians couldn't available on their living area since they are going far to do their daily activity like daily labor, begging on the road, market places, and also in washing clothes for helping themselves and their children. As a good chance the researcher can get three destitute students parents in Biruh Tesfa Primary School tow of them are working in the school farming field, the one is working in the school compound, they are the only parents who participate in the research. But the researcher can get information through students and teachers about destitute students' parents/guardian.

On the other hand, the researcher adds other questions like: Since the respondents are telling the researcher as they break off their teaching in case of destitute students. The researcher would like to explain more her question by asking how they can express their teaching difficulties in case of destitute students'. And what is going on in the schools to support destitute students, and what are the achieved results after the intervention are added.

3.7. Methods of Data Analysis and Interpretation

The data collected from research participants were analyzed on ongoing basis using single-case analysis strategy where the researcher attempted to make a comprehensive analysis of the case. The use of a single-case analysis gave the researcher the chance for the in-depth understanding of the issues in the study. The researcher has also applied interpretational analysis, or categorizing analysis where, first, she coded and organized the data in to four major categories or themes in order to divide and group them and to look for connections or correspondence among categories or themes of the data. Moreover, she has utilized reflective analysis by using her own personal judgment or concepts and reflection to assess the case understudy, and to draw conclusions.

Towards this line, the researcher has developed categories or themes based on the basic research questions. The category the researcher developed were: approving of the precence of destitute students is the case of teaching learning difficulty, the school the community and other stakeholders intervention in destitute students' case, the recent condition of destitute students and the result of intervention, summary and recommendation in the final chapter.

In this study qualitative methodical procedure is used. It will focus on an in-depth qualitative analysis of the schools practices to support destitute students. In the field study, the researcher tried to grasp the answer of the aforementioned research questions, questionnaire focus group discussion, and observation were applied. Since the respondents were not willing to be recorded at the interview time, the researcher was using a check list and jot down important notes while doing interview and rewrite it again after the field work.

The researcher administered a sequence of two to three interviews with the same respondents when ever things are not clear, while writing after field and the final writing of the analysis, with

charity club members and concerned and volunteer teachers. The second or the third interview was happen after asking the respondents willingness and their convenience.

The rewriting of interview was a little difficult due to different cases of destitute students. In addition the researcher used open ended questions to fill the questionnaires gap in most part, to get the respondents idea freely. But it was also a little difficult in taking time on reading their feedback. But most of their idea is the same and the researcher can understand in-depth the problem of destitute students from the FGD, it is harmonized with the teachers response.

The first step in developing the observational study was to define in precise terms what would be observed. Beginning with the research problem the variables that needed to be observed were ascertain. Since it was impossible to observe everything that occur, the researcher decided on the units of the setting that were most important and then defined the behavior so that it could be recorded objectively.

In the field visit, the researcher conducted observation for three days in each school. The focus was on observing and recording the meal time of the schools. The researcher was observing in non-participant observer manner; for destitute students but volunteer teachers who are serving and coordinating students feeding time were informed as the researcher was there. Detailed data were recorded as field notes what was going on while the researcher was in the field. Field notes were dated and the context was identified. The field notes were written immediately after leaving the place. The field note is attached with this paper in the annex part.

Chapter Four

Data Presentation, Analysis and Interpretation

The general objective of this study is to examine the teaching learning difficulties of three selected government primary school of Addis Ababa due to destitute students. On the other hand, the researcher would like to investigate the schools and other stake holders' intervention to reduce the problem and to support the students and how the problem affects teaching learning schedule.

In this part of the study the researcher tries to analyze and discuss the data collected from respondent teachers, (including charity club leaders and members), PSTU Chairman and member, destitute students, and parents. The teaching learning difficulties in three schools in case of destitute students is discussed; this discussion gave chance to the researcher to know the problems behind destitute students. Intervention of the school and other stakeholders to supporting directly destitute students and indirectly the teaching learning activities and the recent condition of destitute students' and the teachers' engagement in this respect will be discussed.

4.1. General Review of Biruh Tesfa, Weyra and Addis Tesfa Primary Schools

Biruh Tesfa, Weyra and Addis Tesfa Primary Schools are situated in Addis Ababa, Kolfe Keranio Sub City. Biruh Tesfa primary School is very close to ALERT Hospital. It is older than Weyra and Addis Tesfa primary schools.

The researcher would like to clarify about Biruh Tesfa primary school, since the destitute students' problem has relation to the environment. The historical and important activities of the school information is obtained from the chairman of PSTU, he is a key informant person for this research in this school. The researcher interviewed the chairman after arranging his convenient time; the day was Saturday, March 30, 2013. The interviewee agreed with the researcher to use his free time and the interview was conducted from 9:30am to 2:00pm.

As written on the signboard of the school at its main gate and the information from the key informant, Biruh Tesfa Primary School was established in 1948 E.C. in the Emperor Haileselassie's reign in the order of "Leilet Zenebework" after the establishment of ALERT Hospital, the former Zenebework Hospital. Since many people were coming from different parts of the country and overseas to get the ALERT Hospital's treatment to leprosy illness, the school was needed to teach the children of these patients who were resided around the Hospital.

Biruh Tesfa School has 71 teachers out of which 33 are males and 38 are females. In the academic year of 2005 E.C. the school enrolled 997 female and 782 male students and the total number of students is 1779.

Weyra primary School is located at south east of Bethel Hospital in 06 Woreda of the Sub City. The school was inaugurated in 2000 E.C. This is a school where the researcher has got information for the first time about destitute students, while she was attending one of student parents' meeting in the far back of this research. Weyra Primary School registered 2230 students in the academic year of 2005 E.C. Out of which 1266 are female students and 964 are male students. In this school there are 77 teachers out of them females are 54 and 23 are males.

Addis Tesfa Primary School is located north of Bethel Hospital and it is launched in 1996 E.C. Number of teachers in the school is 45 out of these 22 are males and 23 are females. In the academic year of 2005 E.C. the school enrolled 1461 students, 636 of them are males and 825 are female students.

4.2. Research participants in the three selected primary schools

The researcher planned to get feedback from respondents by using 10 teachers from each school and dispatched the questionnaire. Out of ten questionnaires, 8 questionnaires returned from Weyra School, 6 returned from Biruh Tesfa School, and 8 are returned from Addis Tesfa School. Since the majority of the questionnaire is returned back with feedback and almost the teachers respond is the same type the researcher decided to use as it is.

60 questionnaires were dispatched to all the three schools' destitute students from these 45 feedbacks were returned. Since the researcher is not satisfied on questionnaire response of students in case of illegible handwriting and short replays, she was forced to arrange focus group

discussion with students in collaboration with each key informant teachers of the schools. Focus group discussion was held in two groups per school, the participants were selected by charity club leaders and the students are destitute students whom are using meal service of the school. The researcher gave check list for charity club leaders and used for herself too in group discussion. The FGD strength the response of destitute students since it is held in face to face manner and the researcher finds that the students' response was similar to their teachers. The following table, (table one) shows the number of respondents with their positions in their schools.

Table 1

Research participants in the three selected Primary Schools									
Respondents type	Biruh Tesfa School		Weyra School		Addis Tesfa School		Total		
	F	M	F	M	F	M	F	M	Total
Teachers	3	3	7	1	4	4	14	8	22
PSTU leaders and member	-	1	-	-	-	-	-	1	1
Students	12	11	6	6	5	5	23	22	45
Parents	3	-	-	-	-	-	3	-	3
Key informants	-	1	1	-	1	-	3	-	3
Total	18	16	14	7	10	9	43	31	74

In this study the researcher used key informants from each school depending on their very nearness to destitute students' case and they are highly concerned for the case in each school.

4.3. Teaching learning difficulties due to destitute students in the three selected primary schools

The researcher was made aware of the availability of destitute students in the three selected primary schools in different ways mainly from these schools' directors upon the beginning of the formal discussion. Their presence makes the concerned teachers busy in humanitarian activity in coordinating destitute students feeding program including communicating with philanthropic groups and individuals. They also spent extra time to discuss the issue since they face financial problem.

To come to the point of the destitute students' presence and their being the cause of teaching learning difficulties, the informants would like to narrate the previous condition how they overcome the problem and rich at present which is discussed as follows.

4.3.1. Biruh Tesfa primary school

As per the responses of informants, the destitute students do not come to school with psychological readiness, happiness, complete learning materials, clean clothes, lunch, by completing their home works, etc. due to their multi dimensional problems. Thus they do not properly follow their lesson and the teachers make themselves busy in supporting them instead of teaching according to the school schedule. Here the point has to be underlined is students coming school with different problem and without readiness to learn could make teachers not to teach in convenient way and in cause of their problem the students themselves also couldn't learn as expected.

As the informant expressed how the students condition persuade teachers as:

There are compassionate feeling volunteer teachers in the school. They couldn't ignore students' deep-rooted and routine problems. They are supporting them starting from buying bread and biscuits with tea individually up to establishing regular feeding center cooperatively by sacrificing their working and spare times. Most of active participants of these activities are members of the charity club teachers of which women are dominant.

This is also confirmed by the teachers themselves as “The situation of destitute students was something that cannot be ignored. Unless they are treated well, they can’t follow what they are teaching. Since destitute students are suffering from hunger, sometimes they sleep or fall down in classes.” This will change teachers teaching attention to other activity because most of the time teachers are very near to their students than other school community; they are sensitive and first care givers. The students’ problems make the teachers not to teach in a healthy condition. They only talk but the students can’t follow them attentively what is given in the class and thus teachers are forced to interrupt their teaching and involve in students problem solving.

This shows that the teaching learning process is aborted due to treating and feeding destitute students. So the condition forces the teachers to know the students’ problem by discussing with them about the root case. As a result teachers could investigate that the problems behind the students are harming students learning potential. As respondents say, some of the reasons which put students in problem are: parents being without a job in case of disability, most of them are living with begging, parents are not educated and do not give attention to education, economical problem, health problem, students being orphans /both parents or one of them, having intoxicating /alcoholic/ fathers, students living with step father or mother, parents’ separation, residential area’s influence, etc.

Teachers’ activity to help destitute students is not limited in class only. They involve in fund raising from the school staff, from NGO’s, in school charity club and food preparation activity by cooking and serving students before and now by coordinating and controlling the process. These all consume their teaching time as pointed out by respondent:

... . On the other hand when donor organizations and/or individuals need to have information about the students, or when they need to extend their project, the school administration is usually obliged to call teachers to give feedback about their students even while teaching since we know every activity of destitute students’ related cases than the school’s administrator.

It is additional case to reduce teachers teaching time and made them exhaustive while coming to class to teach. In concluding causes of destitute students’ presence to teaching learning

difficulties in Biruh Tesfa school, it is clear that education needs complete physical and psychological readiness. But as mentioned above, multi dimensional problems make the students to fall down in the class, to be sleepy, scratching, and yawning, etc, and these situation interrupt teachers' routine classroom activities. As a result, students being in problem lead teachers to involve in solving students problem both of which highly affect the teaching learning process by reducing teaching and learning time.

4.3.2. Weyra Primary School

Weyra School's key informant also approved that the destitute students' problem creates teaching learning difficulties as mentioned below:

Destitute students come to class without complete learning materials which opens the gap for side talk and classroom disturbance. They also come without lunch, eating their breakfast & preceding dinner which make the students tired, bored, yawning, sleeping and even falling in the class due to hunger. These make the teachers busy to give humanitarian support to their students. They do not wash their body and school uniforms timely and thus scratching frequently in the class. They also come without doing their home work.

One of the destitute students also expressed himself as: "While I am coming to school, I am not thinking of what I am learning, but I am thinking of my hunger feeling, and I am not interested to learn, I feel sleepy and exhausted."

The students coming school without completing learning materials made students not to learn instead they are chatting. On the other regard, parents/guardians are causes for students coming to class without text books. The informant says: "Some of them can't come with their text books because they afraid of being stolen in the school and not to requested to pay at the end of the year".

Other two students also expressed the case as: "We attend our classes without having breakfast; we couldn't fulfill every learning material so, how can we learn smoothly? We don't use school

uniform while coming to school because our parents can't afford to buy it", "We feel tired and sleepy because we cannot sleep on time and we can't follow what is going in the class."

This information indicates the researcher that the destitute students are not physically and psychologically ready to learn in cause of their parents/guardians economic problem, their being uneducated and their health case. All these students' problems make the teachers to be the primary supporters of destitute students in providing possible learning materials if possible or to share textbooks with their friends; providing temporary feeding, treating them while falling down, etc. The teachers' humanitarian and professional activities during teaching time and the destitute students' suffering in the class room during learning time both are highly affect the teaching learning process.

4.3.3. Addis Tesfa primary school

The researcher also observes teaching learning difficulties due to destitute students in Addis Tsfa primary school.

One of the informants expressed the teaching learning difficulty due to destitute students' as: "Starting from school line up ceremony up to class we can observe different conditions on them like falling down, sleeping, scratching, lack of attention, unhappiness, not participating, incomplete learning materials, late coming, not using school uniform, not being clean, etc. As a result, teachers are treating students instead of teaching."

According to the key respondent of Addis Tesfa School, (the schools' charity club leader and teacher) expression, her first feeling and the measure she took in this way:

I am a founder of charity club in this school. The reason that persuaded me to involve myself in this activity was, while I am teaching in a class, one of my excellent students come to the class without doing her home work frequently. When I asked her the case, her response was only crying, I took her out of the class and tried to know her case. She told me that 'teacher! I can't manage life I can't learn without having at least breakfast, I am hungry and exhausted.' What she was telling me was very touching, for the time being I

treated her with what I have. Then I discussed with my friends I mean, teachers in this school, about the condition. My colleagues also told me as they have such students, they understand me once since they have the problem and we plan to start support and form charity club. And we decide to call all destitute students and to know their number.

From this the researcher understands that in Addis Tesfa School also destitute students are causes of teaching and learning difficulties. Starting from school compound to classes their problem is visible. They are late comers, they fall down in the school compound, they don't have attention to learn, and they are not participating in class activity because they are not alert in case of hunger, they feel sleepy, they leave the school in the afternoon in case of hunger, and they come to school without learning materials. All these affect the teachers' teaching schedule since they are highly concerned to support their students. Students are also affected not to achieve the required lesson due to their unmanageable problems.

In all cases of the three schools, it is found that the presence of destitute students affects the teaching learning process in the following cases:

- Destitute students come without eating their breakfast and even the preceding dinner and thus they feel hungry, sleepy, yawning, and even fall down in the class. It changes teachers' attention to these students rather than teaching.
- Destitute students do not come with clean clothes and body and thus they scratch & feel discomfort in the class room and can't follow the class properly. This disturbs the class as a whole and teachers teaching interest will discouraged and obliged to discuss with the students.
- Destitute students can't have completed learning materials and they can't follow and copy all the required notes of all subjects given by the teachers, and also they can't do their homework. This is also forcing teachers to know their problem and it also share teachers teaching time in trying to solve their problem.
- Destitute students come late to the class because some of their parents are beggars, and they have to provide them breakfast, so they are waiting for their parents until they return and late from the class. On the other regard the case for students late coming is their

residence condition. They can't sleep on time if they are living in a house of alcohol beverage sellers. And the students' engagement in house work and being late to sleep also contribute for the late coming case. Because they cannot sleep on normal time and couldn't wake up early in the morning.

All pointed out destitute students' problems creates gap while teaching learning is taking place. These reduce students learning time and teachers teaching time too. The case made students not to be engaged in learning activity. But as pointed out by scholar, "Students engagement in the learning process or engaged learning time, is a key behavior that refers to the amount of time students devote to learning in your classroom" (Borich 2011:12). With this it is clear as the main performance that refers to the amount of time students offer to learning is missing with different reasons. So, destitute students' problem and their coming school with different problem create teaching learning difficulty. The following table summarizes different type of problems created by destitute students and how it makes gap in teaching learning time.

TABLE 2.

Respon dents	Teaching learning difficulties in the selected three government primary schools in the case of destitute students		
	Biruh Tesfa School	Weyra School	Addis Tesfa School
PSTU leaders or members	<ul style="list-style-type: none"> ▪ Students personally interrupting teaching sessions as they got sick from hunger. ▪ Sleeping in the class ▪ Sometimes they are crying ▪ They are sick frequently and absent from the class repetitively ▪ They don't have learning assistance materials (like pen, pencil, exercise books) ▪ They come to class without doing their home work and ▪ Failure to participate in class activity. ▪ They didn't care about their hygiene. 	<p>No PSTU Activity for the case</p>	<p>No PSTU Activity for the case</p>
Destitute Students	<ul style="list-style-type: none"> ▪ We are not ready to learn in case of hunger, tiredness, sickness ▪ Can't do our homework since we are engaged by other work after class ▪ Have to treat my patient mother/father ▪ Have to assist my parents work ▪ Have to work at home since I am living with my relative ▪ Have to sell "Kolo" on the road and in Tej Bet ▪ Living in Tej Bet, can't do home work and sleep on time ▪ Need to run out from the class since we are thinking of doing something out side to do 	<ul style="list-style-type: none"> ▪ I come to school without fulfilling learning supportive materials. my parents didn't allow me to take my textbook to school because they think that it will be stolen or taken by somebody then we can't afford to pay they said. ▪ I am sleeping in the class in case of starvation ▪ I can't participating in class activities since I am tired and hungry ▪ I am unhappy ▪ I can't keep my cleanliness. Because I don't have access. 	<ul style="list-style-type: none"> ▪ I come to school without having breakfast so I can't learn, ▪ I am late comer to school because I don't feel good to out from the house without breakfast. ▪ I can't participate in class activities. Because I am unhappy and tired ▪ I come school without doing my homework ▪ I am absent repeatedly

	<p>some work and can buy bread.</p> <ul style="list-style-type: none"> ▪ Can't keep self cleanliness since we don't have access to do so. 	<ul style="list-style-type: none"> ▪ Teachers can't teach by forgetting me and other students who are in problem, they will treat us and buy us bread and find other solution. They also crate communication with our parents. 	
Teachers	<ul style="list-style-type: none"> ▪ They come late to the class ▪ They are unhappy, they are scratching their hair, they are yawning, they are sleeping while we are teaching ▪ They did not keep their cleanliness ▪ They come school without doing their homework ▪ Since we understand as students are not following us while we are teaching, we also interrupt our teaching and need to communicate with our students. 	<ul style="list-style-type: none"> ▪ They come without learning supportive materials ▪ They are sleeping in the class in case of hunger ▪ They are not participating in class activities ▪ They are careless for their lesson ▪ They are unhappy ▪ They are naughty ▪ They did not keep their cleanliness ▪ Sometimes they are crying. As a result we can't teach as we planned, instead we will treat them and buy them bread and other solution related to their problem. 	<ul style="list-style-type: none"> ▪ They come to school without having breakfast so they can't learn, ▪ They are late comers ▪ They are not participating in class activities ▪ They come school without doing their homework ▪ They are absent repeatedly ▪ They are not playing with their friends, they feel loneliness ▪ They did not keep their cleanliness ▪ Then we are obliged to involve in their cases.

4.4. The school community and other stake holders involvement to support destitute students

4.4.1. Biruh Tesfa Primary School

In this school, the main actors in supporting destitute students are members of charity clubs who are also teachers. As the researcher understands, in Biruh Tesfa School, all members of charity club and participating in destitute students' case are women teachers. They are always attending in students dining room at serving time, they make follow up on preparation of the destitute students meal. They are always planning and coordinating the cook in destitute students' meal preparation.

Though all teachers are not participating in donating destitute students, limited volunteer teachers' participation has a good effect on it. They are feeding destitute students once in a day, giving learning materials and cloths by themselves or through donors. Doing follow up on students, by contacting them with non government organizations, (NGO's) and other donors, advising destitute students, they are also teachers who are contributing money from their salary every month, this activity includes administration staffs starting from gate keeper to the directors.

According to informants of charity club members, about the school administrators:

In addition to their contribution to destitute students, the school administrators are participating in finding donors and facilitating the donors' intervention. While visitors are coming to see students they are giving information without feeling tired and boring, make good communication with donors to gate their support as needed.

With this all effort, by now every week day there is lunch for 400 students. (Is held from 10:45am to 11:10am) to assist students in refreshing between lunch and breakfast. It makes them bright and full energized.

As respondents' explanation about the feeding time, they prefer this time because they can't afford to provide breakfast and lunch for 400 students, they know as they are coming school

without having their breakfast, but if they feed them with this time it could be breakfast and lunch at least they can stay in the school without hunger.

On students' side schools intervention is expressed with great thanks, they pointed out that:

Unless the school intervention is there, we won't be at this juncture. Many of our friends were forced for dropout. We were forced to share our parents begging work. In addition, we would be repetitively absented, late from school because our parents have to beg and feed us our breakfast. We couldn't learn properly, we couldn't do our home work and we couldn't be student at all. We need to rush out from the class in the especially in the afternoon because we can get other school students lunch remainder from their lunch box before they go to their home. To use this chance we would escape from our school before time.

With all ideas mentioned above, school staffs intervention to share destitute students' problem was effective and it can reduce students suffering in learning time, students drop out, and also teaching learning difficulty. But the informants were telling the researcher as the problem is not avoid for good and the donors conditions are not in sustainable manner. And they are thinking of facing of shortage for destitute students supply.

On the school involvement case, the school Parents Students and Teachers Union (PSTU) is the one which is paying more attention for destitute students case as the school charity club in Biruh Tesfa Primary School. In this school PSTU is playing a role related to destitute students, with community in education, in development and in health case it is communicating with destitute students parents with all cases.

Since the key informant is the chairman of PSTU in the school, he explained deeply, the researcher about its activity integrated to destitute students' case, with community, in education, health and development.

At first we have to know that, to be effective in PSTU roll all members have to be volunteer, without willingness and interest being

a member only won't make us effective. PSTU is a formal association which is formed in proclamation. The members are parents, students and teachers. In this environment case the parents can't participate. Because they are busy with daily labor and going far to begging so they can't come.

Related to destitute students, the informant said, "PSTU is a father and a mother of destitute students in this school. Solving destitute students' problem is one of PSTUs duty which is showed on education quality package it is one of the six main objectives. Since, school promotion is integrated with students and teachers life promotion."

The school PSTU is working with teachers; they can get information about destitute students through teachers'. To include students in charity club, the PSTU members will study the status of the student by visiting their parents or guardians. After this process they permit the student to use the school feeding center.

Biruh Tesfa's school PSTU has interaction with the community in addition to destitute students' case, in education, in development and in health activities.

As respondent said,

PSTU is not expecting support from this environment's community but their sending their children to the school is a great support because if they are not sending students to the school, they would be in more complicated problem, in addition to poorness they would be illiterate. The society is willing and is interested to support the school, but they have health problem some of them are disabled to work and have economical problem.

Instead the school PSTU expecting from the society is to share ideas about their children with the school and sending them to school on time and helping them with good moral not to dropout their learning, sending them on time, keeping their cleanliness and doing their follow up for their children. Because based on communities' information and need, they can do or plan things important for students. And the informant expressed one event about communities' participation

as: "It is unforgettable while the school fence is doing they were been with us. To do the basement of the fence there would be more expense unless they are been with us. They were straggling too much since their injured hand is bleeding." With this the researcher understands that if schools have good relation with the community, parents or guardian many school problems could be solved. As respondent the school PSTU strengths its relation with parents to keep on sending their children to school, to take care of their children and to save children from drop out. "To have good relation with the community, before beginning the class PSTU will introduce its yearly plan and what it is expecting from the parents and they will approve the plan yearly. PSTU involve in parents not in education case only to support educational activity, it also tries to intervene on development and health cases.

Other PSTU activity in this school is seen on its three projects. They are poultry, dairy and vegetable farming. They are using the products mostly to the destitute students whom are living with HIV/AIDS virus and to the school charity club and for sale too and the income is also to the charity club.

For this project and other activity the school PSTU hired destitute students' parents in the school they are working in farming field, in poultry and in cow milking and treatment. The researcher of this study had made interview with three parents in the school two of them are working in the vegetables farming field. And one of them is working in the school compound by controlling late students and informing their name to PSTU office, let the researcher give the name for this women P1 (parent 1). On the other hand, P1 is also has a duty of controlling of the disabled students' lavatory, as she explained,

I am a member of Parents Committee. I have two children learning in this school. Mine is 14 years old and she is learning in grade 7. My husband passed away in case of HIV AIDS, I am regular medicine user for HIV AIDS. By chance my daughter is free from the virus. The other child is my older daughter's son, his father was passed away in case of HIV AIDS and his mother is passed away in accident.

In this school I am working in Birr285 salary. Since it is not sufficient to help myself and the children, I am obliged to do daily work.

On the other way P1 is telling to the researcher

My son is using school charity club service, with this I would like to thank the school. But the problem is some teachers are not giving attention for destitute students case and make them late in the class and my son is missing the lunch time.

On the other hand I know this schools charity club activity well. I have complained that the charity club is not serving the proper destitute students. There are some students whom have parents with good economic condition their parents are working, they are renting house and getting income but their children are serving here. So I prefer to reject my sons name from the list, they took our name and picture but we are not beneficiaries’.

With this idea the researcher was surprised because she has information as they are taking many steps to select destitute students but how it comes? And asking the respondent as “what do you think in this regard? Can you comment what has to be done? P1 responds; “I wonder if the new committee arranged and it is better to select the real destitute students.”

If this is really happened the school and PSTU has to study the case and come to its better working condition by correcting the problems. And all teachers has to understand their students problem most of them know their students case but as informant, may be the teacher who delayed her son from feeding time, may be new staff, Teachers have to share their students condition.

Other respondent is P2 she is working in the school farming field for four years. She has got a chance to work here while the school’s poultry beginning. When vegetable farming started, she came here. In previous time one organization was paying her 465Birr. The organization stop working here, but the project is there and the school PSTU is paying her the same amount of money as before. She has also complaints about destitute students support activity.

I have two children whom are learning here. But they are not getting support from the school charity club; their father is passed away

before 9 years. I don't have other means of income except my salary to help myself and my children and I was asking the school charity club to support my children in school feeding service but they didn't allow me. I know as they are giving service for students who have families and living in a good condition. I wonder if they select destitute students again, by understanding students' problem and their background.

Other parent respondent is P3 she is also working in the school farming field. She is working in the farming field and paying the same amount as P2. She has two children they are learning in this school. Their father was a soldier and he is injured in the war time. As respondent said;

“I have to help myself, my husband and our children. We don't have other means to get other income and always I face shortage, I wonder if the school gives me chance to support my children at least once in a day. I was asking the school charity club but they are not willing. I wish if the school arrange a committee again and check as who has to get support. Because we know there are some students who have good conditions to live in their parents' side, but they are sharing poor students' possessions.

Here also the researcher would like to say, school PSTU good activity has to be seen in a better way, its mistakes has to be corrected and problems has to be solved children who are in a better condition can learn easily but students who are in severe problem with hunger may expose to drop out so it is advisable to check their doing and save other students from school dropout.

In concluding the PSTU role in Biruh Tesfa School, its activity is admirable because it involves in many cases. On teaching learning process, on destitute students' case, in teaching the society as working is better than begging and showing parents how to take care for their children education. This all activity is help full to continue children education and to avoid drop out. As a result it will lead to the well being of the society.

There is school clubs in this school with different objective, charity club is the one which is playing a role on destitute students' case. The researcher was asking the informant teachers of Biruh Tesfa School about the clubs. The response was;

In destitute students supporting case the charity club is the main one. Other clubs have their different duty and advantage. They made students to be creative to have self confidence and made them to know as they have different talents. For instance it makes the children to know their rights and obligations. On the other hand, school clubs contribute to students in social cases, in work creativity, health care, and made students to create change on their parents living also.

As the researcher understands, there are different clubs in the school but they don't have coordination to do something together. All are trying to fulfill their duty. If there is harmonization and unity especially with the school charity club they could do better thing to support destitute students'.

As respondents information Woreda's activity related to destitute student case is low.

They didn't play their role in giving clear and true information about the school problem for the concerned body; they simply report what is done here. At least it would be good chance if there is somebody from our school to represent our school who is working in Woreda label, because since he/she knows the school problem he/she could explain about the school problem always. And whenever, NGO's are coming to Woreda Offices to work something he/she would direct to this school, because we need to work strongly with NGO's since we have beginning projects still, we could strength it and make it sustainable. For instance in 2004 E.C. there was somebody in Woreda Office who knows about our school condition and we could gate a chance of sponsorship for 300 students from NGO's and from Workers Association Office, they servedup lunch service for one year.

We wish to work with Woreda Office but they are not concerned one in educational activity case. Every time they are suffering with resent conditions and forget their responsibility.

Here also as the researcher understands that the Weredas intervention to reduce destitute students' problem seems in significant. But primary schools are accountable to Woredas and they have to work together to reduce destitute students problem and to decrease teachers additional working load it is reducing their teaching time and their other professional activity. On the other hand it has to be known unless and otherwise teachers involved in destitute students problem reduction activity, destitute students couldn't learn with their all problem.

4.4.2. Weyra Primary School

Here also as teachers are very near to students than other staffs in the school, they are the first care giver and informer of students' problem to other stakeholders. Teachers very often help their students by themselves first but when the problem is serious they are forced to make it known, to solve students' problem and make them to stay in the school. As informants' response:

I will discuss with the student, about himself/herself and his parents and I will create contact with his/her parents. I will plan to help him starting from myself to other ways.

In my part, I will do my support as much as I can. I want to know his/her parents living condition and I will inform to school charity club his problem.

After I understand the students' problem I am trying to feel the gaps. If he/she doesn't has pen or exercise book I will buy and give him/her. And if she/he is hungry I will buy something for the time being and I will inform to the school charity club.

I will advise him/her and make him/her to continue his/her school.

In this school context, the main responsibility to support destitute students is burdened upon the schools charity club. At the beginning, volunteer teachers and staff of the school are helping

students in different ways by feeding them for the time being, by buying them pen, pencil, exercise books and giving cloths. The school's first intervention was made by serving them bread and water only. To strengthen the clubs activity, the school charity members creates contact with parents on parents' day in the school, they start telling the fact and collecting money, finding donor organizations and asking financial support for the case.

... by strengthening our request to different donors we can serve 76 students Enjera with wat /Shero, vegetables/ for lunch time only. With this stage also we are suffering from financial problem, because the organizations' that was donating us are terminated their aid. As a result we are suffering to match students' number with what is on our hand. With such a case the club faces financial constraint to serve destitute students regularly. the charity club obliged to focus on students of lower grades (1-5) only, including 2 students from grade six in case of their critical problem.

In other regard, in Weyra primary school there are school clubs with different objectives but they are not very involved in destitute students' case. PSTU's activity related to destitute student is not strong as Biruh Tesfa. As respondent, "PSTU is not involved in charity clubs activity unless we ask them to do something; if we ask them to help us they will be with us and assist us"

Regarding to school clubs activity;

I believe that charity clubs working with other clubs is important and effective. For the time being there are some activities in between clubs but we have to strengthen it, for instance charity club is working with the following clubs:

- The school charity club and Civic and Moral club are searching donor organizations and through the charity club, they are supporting 40 students in serving meal. In addition the Civic and Moral club assists 10 students in clothes and other materials.
- The Red Cross Club and Girls Club were participating by arranging their commencement programs and serving meal The school

recreation club “Agerehin Ewek” Club also giving the money what is remains from the trip to the Charity Club.

On researcher opinion if school clubs are working together by understanding each other and sharing their ideas they could strength destitute students’ support in different way. The researcher also raised other stake holders’ intervention on destitute students’ case. As respondent, The school charity club in collaboration with school staffs and the community sharing destitute students’ problem since 2001 E.C. In addition to school community intervention and support, there is the near communities’ involvement and assistance. The participation is expressed by the informant as follow.

In addition to our effort to support students, from Community Social Associations (Edir) by the name “Tekewa”, from private schools, by the name “Kruze school”, persons and our school administrator were standing with us and they were the main role player, they made the school charity club to be effective and made students to stay in the school, without dropout. And parents’ assistance including Weyra extension students and teachers are also contributing to strength the support. At the beginning of our intervention we were serving students in a field. By now we have a dining hall and we are using a clean chitchen, it is also happened in case of others intervention. But with no reasons some of them stop their donation.

In this regard the informant pointed out that:

With this condition, we became unstable, we afraid that we may stop supporting destitute students and they may face problem again and they may be out of school.

As the researcher understands, the charity club has financial problem to feed destitute students regularly. Still the school charity club is asking donation on school meeting day and going to donor organizations. This activity reduces teachers teaching time since they are concerned and involve themselves once in the activity.

While coming to government organizations intervention to support destitute students, the respondent pointed out the following ideas. “There is no any intervention of government organization, including Woreda. The Woreda Office knows the problem but no action is taken in case of budgets problem as they said”.

In concluding her idea the respondents said, “We have to know that helping destitute students means helping to continue education and reducing drooping of education.” This is also the researchers idea unless destitute students are treated, they will exposed to school dropout.

4.4.3. Addis Tesfa Primary School

As aforementioned schools, in Addis Tesfa Primary School also teachers are near to their students than other staff of the school, it enables them to be the first solution finder for destitute students and whom that can express their problem for other community. Because they can read their students’ face and follow their activity while they are teaching.

The teachers’ first respond while they are getting students in problem in teaching time is as follows:

- When the student is sleeping in the class, I will take him out from the class and I will talk with him and understand his problem. For the time being, I will give him money to buy something and to eat. If he/she is not using school charity club, I will write him a memo to take it to the club.
- When I get my student without pen or exercise book, I will give exercise books and pen. I will search and contact donors to support students. I facilitate social associations (Edirs) to support students.
- When I get my student in dirty and ragged cloth and coming class without school uniform, with the help of volunteers’ teachers’ contribution we could provide school uniform to destitute students.

One of the teacher in Addis Tesfa School told the researcher her experience as:

“I am a founder of charity club in this school. The reason insisted me to do this was, while I am teaching in a class, one of my excellent student was coming class without doing her home work, unusually. While I am about to ask her, instead of answering my question she starts crying, I left the class with her; what she was telling me was very worrying, I discussed with my colleagues about the case some of teachers were facing this problem as I did so we plan to start and form charity club. We decide to call known destitute student from the classes and we plan to serve them at lunch time. On Megabit 8, 2001 we start serving destitute students.

With such different events teaching learning process interrupted and teachers' duty is changing to treating students than teaching. With such case it has to be noted as teaching and learning time are rejected in case of the conditions.

Teachers couldn't stop students' follow up after the first support because, their first aid is not solved the problem for good. For this matter the school and teachers are working strongly. Before the charity club starts its work as now, the school and the teachers are supporting students for a long time. At first the founders were limited teachers. By collecting cents from teachers and students, they were making biscuit and sell it in the school, we form income generating system and we could serve lunch for more than 31 destitute students.

On the other hand teachers and other staffs monthly contribution was also help full. They were paying starting from 5 Birr to as much as they can monthly.

But as respondent, there was bad feeling in this activity, some staffs were saying “The teachers by themselves are needy, they won't give the collected money to destitute students....,” Some of them were complaining as if others activity is for their benefit, but they tolerate all thing and continue their activity to reduce destitute students problem and made them to stay in learning activity.

At the beginning we were been 5 teachers and we are women. We bring flour, lentil and oil from our house and start making “sanbussa” here, and selling it to staffs and students. With the money we start buying bread and tea for destitute students. While other staffs know what is going on, teachers start contributing money from their salary regularly, the school wrote letter for nearest social groups (Eders). All responses were fine. Based on this donation we start serving students at lunch time on Megabit 8, 2001. At that time we have been facing a problem, while responsibility is loading on limited teachers, and the parents’ need of getting support from the school for their children was high, some parents are complaining.... “My son/daughter is needy why don’t the school assist him/her?” But we are forced to limit the number of students to be supported since we don’t have access to hold all destitute students.

On previous time, the respondent and her friends /school teachers/ were cooking students’ lunch by using fair wood. Collecting fair wood was also their duty. They were suffering a lot to teach and to cook students’ lunch. With this condition they could help 46 students, from grade 1-8, excluding grade 6. Most of students are from grad 1-4. The school gave them tea room as means of income for destitute students’ case by providing tea and biscuits in cash, they could employ cook for students lunch preparation.

In this school also teachers start the activity in a conditional manner and it become regular process they are feeding selected destitute students daily and made them to feel stable and continue their learning.

There are different clubs with different objectives in this school and as learned from the respondents’ “There is no strong clubs activity in destitute students’ case as the charity club. But Charity club, civics and moral club were playing a big role in assessing donor organizations and they made to assist 40 students in charity club. In addition for 10 students the school civics and moral club is facilitating to provide learning support materials and school uniform.”

On other hand, as respondents replay, government organization contribution or involvement for destitute students' case is low. But the respondent pointed out the contribution of others. From Social Associations (Edirs) the following are pointed out by respondents: "Addis Tesfa Social Association (Edir), Tekwa Social Association (Edir), Addis Tesfa Women Association (Edir). And from NGO's they mention Mercy, from schools: Bikolos Nur Academy is the one."

47 students were supported by Tekwa social association (Edir), financially, in buying uniform, in providing learning support materials like exercise book, pen, and pencils for more than two years.

But as respondent, with no reason the donation is aborted but the students are learning still the Edir support them to get strength while they are very kids, by now since they are growing at least in two years change they can help themselves by doing daily labor after their class. The social association "Tekwa", also contact with school administrators and discuss about supporting students in creating a means of income to support destitute students' in sustainable manner, the association designated using farming place in the school compound as one means and the school negotiate on the idea and gave places for destitute students'. Unfortunately, farming places which has to be cultivated was given to students. The work was started by students but they can't manage it since it was difficult on their level, with this reason the case is aborted.

In this regard, the researcher understands that the school charity club missed the good chance of donor's assistance. Because since the Edir raise the idea of creating farming place for destitute students in aim of helping them in sustainable manner, the school has to facilitate better conditions to work on the field instead of using students.

4.5. Recent Conditions of Destitute Students and teachers in Selected Three Primary Schools.

4.5.1. Biruh Tesfa Primary School

The school is known with its destitute students' problem and thus donors are visiting it sometimes. The researcher also observed the fact that teachers are called from the class and communicate the donors. The recent condition of the school is expressed by the key informant as follows:

“There are many students who need support but 400 the poorest are selected and the school is trying to help them in every week days in feeding once a day, 37 destitute students living with HIV AIDS are getting meal service three times a day which is supported and implemented by NGOs.” With this it is clear as in addition of the schools serving 400 students, destitute students are supported by NGO’s in other way

To make the students’ support sustainable, the school is using poultry, dairy farming and vegetable farming in its compound. This activity also opens work opportunity for some of the destitute students’ parents. The respondent pointed out the future plan of the project as:

If these projects are well developed and expanded, on extra un used free areas in the compound, we could take care of more destitute students, we can make the activity sustainable and we can give chance for the community to involve in working area by giving priority for parents who are teaching their children in the school.

As informant’s explanation, if the projects are well developed and expanded with, the available idle place, the school can treat other more destitute students who are in problem but can’t get support in case of shortage. Parents may get job opportunity. Destitute students will be protected from accidental drop out. With this students enrolment increase because parents will be attracted by the schools support for destitute students’ and parents getting work chance also allow them to send their children to the school.

4.5.2. Weyra Primary School

As that of Biruh Tesfa Primary School, Weyra Primary School is also doing significant activities to reduce teaching learning difficulties by supporting destitute students. In relation to this, what is going on currently is mentioned by the informant as follows:

“By now the school charity club is giving lunch service for 76 destitute students every week day. They are from grade 1-4 only, and two grade 6 students with critical cases. Different donors provide supports like cloths including uniforms and learning materials to the selected destitute students.”

Due to supply constraints, the school prefers to support grade 1– 4 students because upper grade students are better than the kids, the kids can't overcome hunger. This is expressed by the respondent as:

The school can't manage to hold all destitute students in case of financial scarcity. In this time our special attention is given to students of grade 1-4. Since the money in our hand and the number of students to be supported is not matched, we are forced to reduce students from grade 5-8 students.

The teachers' intervention to support destitute students is expressed by the respondent as follows.

In preparation of students' meal teachers were participating and suffering a lot before, there was no convenient kitchen and stove. With the support of personal donors, and non government organizations by now we have a cockers and they are using a better kitchen than before. They start using electric to cook students' meal; it is based on the willingness of the school administration too. On previous time we were using fire wood to prepare the students lunch.

The school charity Club has an idea of helping destitute students in a sustainable manner. They wish the destitute students have to be supported and complete their primary school peacefully. If conditions are settled we wander to help other students whom we put down them even though we know their problem, because of financial and material shortage.

With all activities after the school staffs and other stakeholders' intervention to support destitute students they got the following results, the respondent pointed out some of them as follows:

We can keep the students on their regular classes and protect them from drop out, class interruption reduced, students start learning with happiness, even though it is not exclaimed that there is significant change, at least starvation in the school is reduced and physical

change in students. We were disturbed too much while we were looking little children weeping in case of hunger. Now this problem is a little reduced.

4.5.3. Addis Tesfa Primary School

In destitute students' problem reducing activity, Addis Tesfa Primary school has got visible results. Since the problem is abridged, students start learning happily, reduce absenteeism, start coming on time to school and also their academic result is improved.

As respondent;

“This result initiates every member of the school, it makes the staff to dream no more drop out, no more suffering from hunger, no more failure in academic education, etc. But we are not finishing our duty, by now some donors are stopped their support and we are trying our best to find alternatives to continue students feeding and making them to continue their learning.”

At the research time, the researcher observes that the school was trying to increase and develop income generating activities like opening tea room which is coordinated by the concerned teachers to use the income to students supporting purpose.

On the other hand, on the research time the school has got donor organization which was planned to support destitute students for three months. This organization was providing some inputs for meal preparation. Other expenses including labor will be covered by the school charity club. The donor organization has its own monitor who always attend before and at students lunch time. Concerned teachers communicate with the cook only to check the activity and to know if there is problem. The organization reduces teachers' extra working load, in previous times teachers were so busy to prepare students' lunch turn by turn and attend on serving time and they were running to teach with exhaustion.

In other regard the school is not treating destitute students alone it tries to teach them how to participate in work and trying to avoid dependent on their feeling. To do so the school charity club involved destitute students to work and to get income. Selling “kolo” is the one of the

activities in the school compound and other small activities which could be done on the break time.

As learnt from respondents one of donor organization “Tekwa Edir” was discussing with the school management to use extra places in a school for cultivating vegetables and the school agreed and give the place to the charity club. But they didn’t use the place yet because they were trying to arrange the place by destitute students themselves and it was out of students’ capacity so it fails. By now the school charity club is planned to discuss with donors to revive this plan.

In general the recent condition of destitute students is in a better condition except the teachers’ fear of what should be given to the students tomorrow in case of financial constraint. This is very serious problem and may be aggravate again students’ absenteeism in case of hunger and it may results school dropout. Here also the resent school conditions are stated by respondent and their overview is listed on the next page to summarize the idea.

Table 3

Respondents	The recent condition of destitute students in selected three government primary schools as key informants		
	Biruh Tesfa School	Weyra School	Addis Tesfa School
Key informants from the schools	<ul style="list-style-type: none"> ▪ At a standstill there are students who need support but the school can't help all ▪ 400 students are getting meal service once a day, in every week days. ▪ The school also serves some special students three times a day since they are living with HIV AIDS. ▪ The school is supported by NGO in handling of 37 students three times a day, near to the school. They also support students in clothing and learning supporting materials. ▪ There are three projects in the school cow cultivating, vegetables cultivating and hen cultivating activity, with this project products the school uses for destitute students' consumption and for sale. 	<ul style="list-style-type: none"> ▪ By now the school charity club is serving lunch for 76 destitute students every week day. ▪ They can't manage to hold all destitute students in case of financial scarcity. ▪ They start using electric oven to beak enjera, they bought refrigerator and they are using electric power to kook everything it is based on the willingness of the school administration. ▪ As a result, we can reserve students from drop out, students start learning properly, class interruption reduced, Patient students could get medical treatment, falling down in case of hunger stopped, no class interruption because of students coming without learning support materials, students start learning with happiness, there is physical change on students 	<ul style="list-style-type: none"> ▪ Students' absenteeism is highly reduced. ▪ At least students hunger is reduced, students become happy to learn ▪ Destitute students become good achievers ▪ Students start treat assist destitute students ▪ Teachers' become more happy and satisfied in looking while students are eating. ▪ Students' personal appearance is changed. ▪ At least the destitute students could serve once a day. ▪ Learning supporting materials are near for destitute students ▪ No class interruption.

Chapter Five

Summary Conclusion and Recommendation

5.1. Summary

The fundamental purpose of this study was to investigate whether the presence of destitute students creates teaching learning difficulties or not. To this effect, the study was made to focus on answering the following basic research questions:-

1. Can destitute students be a cause of teaching learning difficulty?
2. Do the school community and other stakeholders intervene in destitute students' case?
3. What is the present condition of destitute students supporting?

As per the findings of the research, the presence of destitute students causes teaching learning difficulties due to different reasons which are related to parents' or guardians' economic, health problem, students rising area and other effects. Some of the students' problem and their effect in the school were as follows:

- Destitute students come without eating their breakfast and even the preceding dinner and thus they feel hungry, sleepy, yawning, and even fall down in the class. It changes teachers' attention to these students rather than teaching.
- Destitute students do not come with clean clothes and body and thus they scratch & feel discomfort in the class room and can't follow the class properly. This disturbs the class as a whole and teachers teaching interest will discouraged and obliged to discuss with the students.
- Destitute students can't have completed learning materials and they can't follow and copy all the required notes of all subjects given by the teachers, and also they can't do their homework. This is also forcing teachers to know their problem and it also share teachers teaching time in trying to solve their problem.
- Destitute students come late to the class because some of their parents are beggars, and they have to provide them breakfast, so they are waiting for their parents until they return and late from the class. On the other regard the case for students late coming is their residence condition. They can't sleep on time if they are living in a house of alcohol

beverage sellers. And the students' engagement in house work and being late to sleep also contribute for the late coming case. Because they cannot sleep on normal time and couldn't wake up early in the morning.

The schools' administrations, students other than the vulnerable ones, teachers, PSTU, the surrounding Edirs, NGOs and other philanthropic groups and individuals intervene to solve the teaching-learning difficulties by giving hands to the destitute students.

Presently all the three schools are trying their bests to make the teaching-learning process smooth by giving support to the destitute students through different strategies like feeding them lunch, searching donors to buy their school uniforms & stationary materials. The schools are also trying to make the support sustainable by using their compounds as an income resource through vegetable gardening; poultry dairy farming and thus certain changes are observed in the destitute students' learning and teachers' teaching trends in a positive manner. But still to fill the gaps teachers still leaving the class and communicate with donors, coordinate destitute students' lunch preparation activity, participate and coordinate on income generating activities in the school to help students' meal preparation inputs. This case still reducing teachers normal teaching time with this learners also affected they can't get their lesson as the school plan.

5.2. Conclusion

As a result of the research, it is approved that destitute students' presence in the school is the case of teaching learning difficulties. All the three selected schools agree that students' coming to school with different problems could make them the cause of the difficulties. The difficulties affect both teachers and students.

The case made teachers to be care giver; starting from the class they obliged to ask donation for students from the school compound to the outside, they had to communicate with parents, Social Associations (Edirs), NGO's. When they got financial support they have to prepare the destitute students meal next they have to serve them and they have to think of their next lunch, sometimes they break off class and communicate with donors. These routine additional working loads make teachers busy and share their teaching time for destitute students supporting activity. On

remaining time it is obvious the teachers will feel tired and can't teach students as before and as they planned. These all chained problems are creating teaching learning difficulty.

As the research findings, the problems behind the destitute students are different depending on their rising place. For instance the problem found behind the destitute students in Biruh Tesfa Primary school is different from other schools. Since most destitute students problem have relation with their family health, economy, being uneducated cases and settling around ALERT area. The family and the students are in problem because they are marginalized from the society and won't participate in work relation with the society. Destitute students in this school are familiar with begging life. On this case till students grown up they also want to beg as their parents, instead of working. On the other hand, for them using garbage container to eat is also common trend in the area.

Weyra and Addis Tesfa Primary school destitute students also have problem related to their parents or guardian. But students are trying to work and to help themselves rather than begging and their parents too, except some parents with health problem and age cases some students' guardian are their grandmother or father, they can't afford to help the student in many ways as others do they better to beg and feed their child. With this the researcher can conclude that students living area and their parents' life style are affecting the students.

In general the researcher can say that the problem behind destitute students' has relation with their parents or guardian and their living environment in relation to economical, social, health their common trend and their parents or guardian education level.

The school intervention to reduce the problem of destitute students is interesting in all schools. But Biruh Tesfa Primary school is the best of the three since it used its supporting system in many directions and it is trying to assist students on sustainable manner by creating projects to make the support in sustainable manner. The school's PSTU activities in education case also make the school special. But there is a gap in school clubs coordination and working together with school charity club.

In Weyra primary school, the school intervention to support students is done by school staffs and staffs contact with parents, Social Association (Edir) "Tekwa" and Private Schools, "Bikolos Nur and Kruze". The participation of parents, Social Association (Edir) and private schools is

admirable and thank full. They can be models, other Social Associations and schools can learn from them since school problem is a social problem others have to participate in this social problem decreasing activity. The school's administration should be thank full for giving the charity club important inputs.

The researcher couldn't find other activity in Weyra School, which can make the support in sustainable manner. In this school PSTU's activity found low, Clubs coordination and working with charity club and supporting destitute students is also low. And Woreda's and other government organization cooperation are also low in case of budget problem.

In Addis Tesfa primary school, the schools intervention is correlated to its staffs and the schools good relation to parents, Social Associations (Edirs) and Private schools. The support is by financially, in learning support materials and school uniforms. Parents, Edirs, "Tekwa", "Addis Tesfa social association", "women social association", private school, "Bikolos Nur", NGO's intervention. and the school administration also should be thankful for giving the school Tea room for the School Charity Club. They could be models for other stakeholders.

In Addis Tesfa Primary school the role of STPU is low and other clubs activity is not significant but attempts were done on Girls Club and Red Cross Association Club. The schools relation to Social Association's (Edir's) is stronger than Weyra School; Addis Tesfa School has more than one relation with Edirs'. But Weyra School has only one relation with Social Association.

Recently in all three schools the destitute students' problem is well known and they are in rehabilitation manner. As a result teachers are free from suffering with the hidden problem by now; supporting destitute students' is common activity, they are discussing about scarcity of students supply.

Relatively teaching learning interruption in case of hunger, in case of coming school without fulfilling learning support material and other social problem is reduced. Students know as they have to share their problem to their teacher. To some extent teaching learning difficulties in case of destitute students is reduced. The researcher can't dare to say teaching learning difficulties in case of destitute students' is completely pass up since there are destitute students that are not included in the supporting umbrella in case of shortage of supply to the targeted groups. Still in all three schools students supporting activity is with fear of scarcity of supply. This is also create

other activity to concerned teachers to communicate with donors, to participate in income generating activity to make follow up and coordinate daily students meal preparation in addition to their teaching role and other professional activity in the school. This is also a big challenge in reducing teachers teaching and students learning time.

5.3. Recommendation

In light of the major findings and conclusion of the study, it seems reasonable to suggest the recommendation to improve destitute students' support in selected primary schools in particular and any other primary school in general. The three schools are trying their best to reduce the problem. The problems of the destitute students are directly related to their parents or guardians socio-economic background.

The schools and other stakeholders can preserve students from school dropout, but the parents' problem is as it is. NGO's come to school to support destitute students with many and different supporting proposed projects but they didn't fulfill as they expected. It looks there is a lack of accountability. The three schools are terrified of losing donors. To overcome these and other problem, the following recommendations are suggested by the researcher.

As the research findings destitute students' problem come from their parents or guardians and their growing environment, appropriate attention have to be given to:

- Parents or guardians in creating conditions to
 - Involve them in job
 - Teach them the need of education
 - Teach them how to handle students at home, to be effective students
 - Introduce them to the right of children
- Education sector offices, Departments or bureaus to monitor and evaluate NGOs those intervene in the support of destitute students to meet their objectives. They have to fulfill what they promise to provide. This idea came to the researcher mind because in one of the studied primary school one donor organization put its banner in the destitute students' dining room, it has many missions and visions but it starts assisting students for three months contract, by providing oil and rice only, other promises are not implemented. Its banner is attached on the annex part of this study.

- Concerned government parties to search for supports from different governmental and nongovernmental parties and then create awareness to the community to provide social and psychological supports to these destitute students.
- School Clubs coordination and cooperation with Charity Club is so essential. Because one club can assist other club depending on its objective and with their common vision.
- Teachers have to play a role in clubs coordination work and in implementing each clubs activity since they are a member of clubs. Better activity has to be seen from teachers' side than students. Because students have to be guided and they can learn from teachers.
- Destitute students' supporting activity in primary schools has to grow since learning primary school for everybody is mandatory. To do so many alternatives have to be used as:
 - Adjusting budget for the destitute students' case in all government primary schools as teachers' and other school staffs' salary.
 - Using cost sharing method.
 - Inviting NGO's to involve in Primary Schools destitute students supporting activities with follow up.
 - Education Offices creating good relation with NGO's and Social Associations in using them to contribute in primary schools supporting activity.
- Some destitute students are treated in the school not to feel hungry and not to lose learning support material for the time being. But will they eat at home? With whom they are living? What are they doing after class? These things have to be known because the while the school is trying to build a citizen in one side; knocking down the treated students' should be controlled.
- If the schools had guidance and counseling office, it would reduce teachers' treatment and follow up time on studying the students' case. So students' guidance and counseling office is important in the schools. The following benefits can achieved through the counseling office:
 - Teachers can send the student with his/her problem to the office.
 - Students also could use the office rather than their teachers.
 - Parents' or guardian can communicate with the office and could know their children right and their obligation.

- Unnecessary trends like begging and using garbage container as a source of meal and feeling of inferiority complex in case of the students coming from leprosy patients' family would be polished out step by step from the students mind.
- Destitute students' support has to be in sustainable manner. To do so
 - Government has to involve in the case and find solution in supporting destitute students.
 - The concerned body has to show the schools to create income generating activities.
 - Creating conditions to destitute students to participation in school activity not to develop service receiver attitude on them.

As mentioned before, one of the cases which contribute to problems behind destitute students is their living area. To decrease and keep away from these problems from the new generation, Wereda Education Office has to collaborate with Health Office and the community to:

- Create awareness on the community's living style
 - Not to beg and start working
 - Not to use garbage containers as a means of meal.
 - Not to feel inferior due to their health condition or health records and their parents being leprosy patient. Because they are persuaded by their elders and environment they live in.
- Control primary school students no to use alcoholic beverages.
- Prohibit the surrounding community not to sell alcoholic drinks for children or students
- The society by itself has to be aware that alcohol consumers are a treat to the well being of the society as they not only harm themselves by drinking, with it is all health risks like being exposed to HIV AIDS and the like but also financially. They became unfit to take of their family they live in-and end up as burdens to the community. The first victims by such society are their children which extends the problem to the school.
- Schools PSTU has to be strong as that of Biruh Tesfa School.
- It is better to make the leader or chairman of PSTU free from any other engagement. Like teaching or administrative activity because, he/she could use his/her full time in solving teaching learning problems.

As we learned from the discussion, schools' good relation with the community is very essential. Some schools can keep on destitute students supporting in the school in case of good relation with community. To strength this relation:

- Schools have to be accountable and responsible to address the donation to the concerned issue.
- Schools should make follow up and show their interest to get the support
- Schools have to make follow up and implement the proposed support to destitute students for instance in Addis Tesfa Primary School, one of Social Associations "Teqwa" proposed to cultivate farming place in the school compound, the school permit the place, while they are coming to implementation the school start cultivating the place with students and students can't manage to do. With this the school aborted the work. This is the weakness of the school administration because the work couldn't be done by students.

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Annex 1

በኢዲዮ አበባ ዩኒቨርሲቲ

የትምህርት ጥናትና ምርምር ኢንስቲትዩት

በመምህራን የሚሞላ መረጃ ማሰባሰቢያ ቃለ መጠይቅ

የመጠይቁ ዓላማ፡ ይህ መጠይቅ የተዘጋጀው በትምህርት ቤቱ ውስጥ ላሉ የኢኮኖሚ እጥረት ላለባቸው ተማሪዎች በሚከፈለው የገንዘብ የጉልበትና የጊዜ መስዋዕትነት በመማር ማስተማሩ ሂደት ላይ ችግር አስከትሏል ተብሎ ስለሚታሰብ ይህን ችግር ለማጥናት ነው። ስለሆነም እርስዎ እንደመምህርነትዎ ወይም ችግር ያለባቸውን ተማሪዎች በመርዳት ተሳታፊ እንደመሆንዎ መጠን የሚሰጡን ምላሽ ለጥናቱ እጅግ በጣም ጠቀሚ ነው። መልሶችዎ ሁሉ በታላቅ ሚስጢር ይያዛሉ። ከርስዎ የምናገኘውም መረጃ ለጥናቱ ዓላማ ብቻ ያገለግላል። ጥያቄዎችን በእርጋታ እያነበቡ ይመልሱልን። ስምዎን ማስፈር አይጠበቅብዎትም።

ስለ ትብብርዎ አመሰግናለሁ።

የትምህርት ቤቱ ስም

ክፍል 1

- 1.1. የመላሾች የግል መረጃዎች
 - 1.1.1. ጾታ _____
 - 1.1.2. እድሜ _____
 - 1.1.3. የትምህርት ደረጃ _____
 - 1.1.4. የሚያስተምሩት የትምህርት ዓይነት _____
 - 1.1.5. በዚህ ትምህርት ቤት ለምን ያህል ዓመት አገለገሉ _____
 - 1.1.6. ከዚህ ትምህርት ቤት በፊት ሌላ ትምህርት ቤት አስተምረው ከሆነ ለምን ያህል ጊዜ _____
 - 1.1.7. በትምህርት ቤቱ ውስጥ የተለያዩ ክበባት አሉ። እርስዎ የሚሳተፉባቸውን ክበባት ቢገልጹልን
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____

4

ይህን ሁኔታ ከተመለከቱ በኋላ የተከሰተው የተማሪዎች ችግር መንስዔ ምን እንደሆነ ለማወቅ ሞክረው ያውቃሉ ይህ መከራ ተደርጎ ከሆነ ከተማሪዎች ችግር በስተጀርባ ምን አለ የችግራቸው መንስዔስ ምንድን ነው

5. ተማሪዎቹ ራሳቸውን ለመግለጽ ይችላሉ ወይንስ ድብቅ ሆነው ቢያስቸግሩም በማግባባት ራሳቸውን እንዲገልጹ ያደርጓቸዋል?

6. ተማሪዎቹ ራሳቸውን ገልጸው ሲያሳዩዎት በርስዎ በኩል የተፈጠረው ስሜት ምን ነበር ምን እርምጃስ ወሰዱ

7. ተማሪዎቹ እራሳቸውንና ያለባቸውን ችግር ግልጽ ካደረጉ በኋላ የባህርይ ለውጥ ማፈር መፍራት ወዘተ አሳይተዋልን?

8. ከዚህ በኋላ በመምህራን ለማሪዎች ድጋፍ ተደርጎላቸዋል ይህ ከሆነ የተደረገላቸው እርዳታ ምን እንደነበረ ቢገልጹልን። ሥራውን ስትጀምሩ ምን እክል ገጠማችሁ ከገጠማችሁስ ምን እርምጃ ተወሰደ?

9. የመጀመሪያው ድጋፍ ምን ውጤት አስገኘ?

10. ችግረኛ ተማሪዎችን በመርዳት ረገድ ከገናኝሁ የተሰለፉ መንግስታዊና መንግስታዊ ያልሆኑ ድርጅቶችና ግለሰቦች ካሉ ቢገልጹልን?

11. ከትምህርት ቤት ውጭ ካሉ አካላት ጋር በመሆን የእርዳታ እቅዳችሁን መተግበር ስትጀምሩ ያጋጠማችሁ ችግር ነበር? /በተለይ ከመማር ማስተማር ጋር በተያያዘ/ ችግሩስ በምን ሁኔታ ተቃለለ? ድጋፍ የሚደረግላቸው ተማሪዎች ላይ ምን አይነት ለውጥ ተከሰተ

12. ከትምህርት ቤት ውጭ ካሉ ድጋፍ ሰጪዎች ለተማሪዎች የምታገኙት እርዳታ ቀጣይነት ያለው ና አስተማማኝ የሆነ ነው?

13. የሚደረገው ድጋፍ ቀጣይነት እንዲኖረው ት/ቤቱ በራሱ የተጠቀማቸው ዘዴዎች አሉ?

Annex 2

በአዲስ አበባ ዩኒቨርሲቲ

የትምህርት ጥናትና ምርምር ኢንስቲትዩት

በተማሪዎች የሚሞላ መረጃ ማሰባሰቢያ ቃለ መጠይቅ

አጠቃላይ መረጃ:

ውድ ተማሪዎች የዚህ መጠይቅ ዋና ዓላማ በአንደኛ ደረጃ ትምህርት ቤት ውስጥ የሚማሩ የኢኮኖሚ እጥረት ያለባቸው ተማሪዎች በችግሩ ውስጥ በመሆናቸው ምክንያት በመማር ማስተማር ሂደት ላይ ያስከተሉትን ችግር ለይቶ ለማውጣት ነው። መረጃው የተሟላ እንዲሆን የአንተን/የአንቺን አመለካከትና ሃሳብ በትክክል ይገልጽልኛል ብለህ/ብለሽ ያመንክበትን/ያመንሽበትን አማራጭ ለየአንዳንዱ ጥያቄ በታማኝነት ለይተህ/ለይተሽ እንድታመለክት/እንድታመለክቺ በትህትና እጠይቃለሁ። መረጃው በሚሰጠር የሚያዝና ለትምህርት ሥራ ብቻ የሚውል መሆኑን አረጋግጣለሁ።

ስለ ትብብርህ/ሽ በቅድሚያ አመሰግናለሁ።

ክፍል 1 የግል ሁኔታ

ትክክለኛ መልስህን መልስሽን በባዶ ቦታ ላይ ሙሉ /ሙይ

1. የትምህርት ቤቱ ስም _____
2. የክፍል ደረጃህ/ሽ _____
3. ጾታ _____
4. እድሜ _____

ክፍል ሁለት: ከዚህ በመቀጠል ለቀረቡት ጥያቄዎች የምትመልሰውን/የምትመልሺውን አማራጭ መልሱን የያዘውን ፊደል በመክበብ ትክክለኛ ሃሳብህን/ሃሳብሽን አመልክት/ቺ። መልስ በባዶ ሞታ እንዲሞላ የሚጠይቁ ጥያቄዎችን በጽሁፍ መልስ/መልሺ።

1. እዚህ ትምህርት ቤት ውስጥ ትምህርትህን/ሽን ከስንተኛ ክፍል ጀመርክ/ጀመርሽ? _____
2. ከዚህ በፊት ሌላ ትምህርት ቤት ተምረሃል?/ሻል? ሀ. አዎ ለ. አልተማርኩም
እስከ ስንተኛ ክፍል ተማርክ/ርሽ? _____ ወደዚህ ትምህርት ቤት የተቀየርሽው ለምንድን ነው?

3. ትምህርት ቤትህና/ሽና መኖሪያ ቤትህ/ቤትሽ ይቀራረባል?
ሀ. ቅርብ ነው ለ. መካከለኛ ነው ሐ. በጣም ሩቅ ነው

4. አሁን ትምህርትህን/ሽን እየተማርክ/ርሽ የምትኖረው/ሪው ከማን ጋር ነው?

ሀ. ከእናቴና አባቴ ጋር ለ. ከእናቴ ጋር ሐ. ከአባቴ ጋር
መ. ከዘመድ ጋር ሠ. ሌላ ካለ ይገለጽ

5. በተራ ቁጥር 4 ለተጠየቀው ጥያቄ ከአባትና እናት ጋር አልኖርም ብለህ/ብለሽ መልሰሽ ከሆነ ለምን?

6. አሁን አብረውህ/ውሽ ያሉት ወላጆቻሽ ወይም አሳዳጊዎቻሽ ትምህርትህን/ትምህርትሽን እንድትከታተል/እንድትከታተይ ያበረታቱሃል/ሻል? ሀ. አዎ ለ. አያበረታቱኝም

7. ለተራ ቁጥር 6 የተሰጠው መልስ አያበረታቱኝም የሚለው ከሆነ ለምን?

8. ወላጆቻህ/ሽ ወይም አሳዳጊዎቻህ/ሽ ተምረዋል ሀ. አዎ ለ. አልተማሩም

9. በተራ ቁጥር 8 ለተጠየቀው ጥያቄ የተሰጠው መልስ አዎ የሚል ከሆነ የትምህርት ደረጃቸው ይገለጽ::

10. ወላጆቻህ/ሽ አሳዳጊዎቻህ/ሽ ራሳቸውንና ቤተሰባቸውን ለመምራት እንዲሁም አንተን/አንችን ለማሳደግ የሚሠሩት ሥራ ምንድን ነው?

11. ወላጆቻህ/ሽ ወይም አሳዳጊዎቻህ/ሽ የተሰማሩበት ሥራ የአንተን/የአንቺን ኢንፎርሜሽን ይጠይቃል?

ሀ. አብራሪያቸው እሠራለሁ ለ. በራሳቸው ብቻ የሚሠሩ ነው

12. አንተ/አንቺ በትምህርት ቤቱ ውስጥ የኢኮኖሚ እጥረት አለባቸው ከሚባሉ ተማሪዎች የምትመደብ/ቢ ነህ/ነሽ? ሀ. አዎ ነኝ ለ. አይደለሁም

13. አሁን ትምህርት ቤቱ እየረዳህ/ሽ ነው? ሀ. አዎ ለ. አይረዳኝም

14. በተራ ቁጥር "13" ለተጠየቀው ጥያቄ የተሰጠው ምላሽ "አይረዳኝም" የሚል ከሆነ ምክንያቱ ይገለጽ::

15. አንተን/አንቺን እርዳታ ፈላጊ እንድትሆን/እንድትሆኗ ያበቃህ/ ያበቃሽ ችግር መንስዔ ምንድን ነው?

16. ትምህርት ቤቱ ለአንተ/ለአንቺ የሚያደርገው ድጋፍ ትምህርትህን/ሽን እንድትቀጥል/እንድትቀጥይ የሚያበረታታ ነው? ሀ. አዎ ለ. አይደለም ሐ. የእርዳታው ተጠቃሚ አይደለሁም
17. ትምህርት ቤቱ ለአንተና/ለአንቺና መሠል ጓደኞችህ/ሽ እርዳታ ማድረግ ከመጀመሩ በፊት በትምህርት ቤቱ ውስጥና በክፍል ውስጥ ምን አይነት ሁኔታዎች ይስተዋሉ ነበር? እስከ ምክንያቱ አብራራው /አብራራው

18. ትምህርት ቤቱ ለአንተና/ለአንቺና መሠል ጓደኞችህ/ሽ እርዳታ ማድረግ ከመጀመሩ በፊት በተማሪዎች ላይ ከትምህርታቸው ጋር በተያያዘ ምን ምን ዓይነት ችግሮች ይስተዋሉ ነበር? እስከ ምክንያቱ አብራራው /አብራራው

Annex 3

Check list used to FGD

ክፍል ሶስት

ተማሪዎች በተለያዩ ምክንያቶች ከትምህርት ቤቶችና ከተለያዩ ድርጅቶች ድጋፍ እየተደረገላቸው ትምህርታቸውን እየተከታተሉ ያሉበት ሁኔታ ይስተዋላል፡፡ እንተን/ችን ለዚህ ድጋፍ እንድትበቃ/ቂ ያጋለጠህ/ሽ ምክንያት ከዚህ በታች በምጠይቅህ/ሽ ጥያቄ መሠረት መልስ ሰጠኝ/ሰጠኝ፡፡

ተ.ቁ.	ከቤተሰብ ወይም ከአሳዳጊ እንዲሁም ከመኖርያ ቤት አካባቢ በተያያዘ ለተማሪዎች ችግር ላይ መገኘት ምክንያት የሆኑ ነገሮች	አዎ	አይደለም
1	ወላጆቹን በሞት በማጥኔ		
2	የወላጆቹ የገንዘብ አቅም ማካሄድ		
3	ወላጆቹ ታምሞቻቸው በመሆናቸው		
4	የምኖረው ከወላጆቹ ሳይሆን ከዘመድ ጋር በመሆኑ		
5	የምኖረው ከወላጆቹ ሳይሆን ከዘመድ ጋር በመሆኑ እና እነሱም በቂ የገቢ ምንጭ የሌላቸው መሆኑ		
6	የምኖረው ከወላጆቹ ሳይሆን ከዘመድ ጋር በመሆኑ ለኔ ትምህርት ትኩረት የማይሰጡ በመሆናቸው		
7	የወላጆቹ ወይንም የአሳዳጊዎቹ የገንዘብ አቅም ዝቅተኛ በመሆኑ እና ለትምህርት ያላቸው አመለካከትም ዝቅተኛ በመሆኑ በሥራ እንድጠምድ ያደርጉኛል		
8	የእህትና አባት ተለያይቶ መኖር /መፋታት/		
9	አባቴ ስለሞተ		
10	እናቴ ስለሞተች		
11	የጠፍ ችግር ስላለብኝ		
12	የመኖርያ ቤቴ ከትምህርት ቤት ስለራቀ		
13	የትምህርት መርጃ መሣርያ መገዣ ስለሌለኝ		
14	ባለው ችግር ምክንያት ትምህርትህ/ሽ ላይ ከሌሎች ተማሪዎች ወደኋላ እንድትቀር/ሪ ምክንያት ሆኗል ትላለህ/ትያለሽ?		
15	በአንተ/በእንቺ እና በመሠል ጓደኞቻችን ምክንያት አስተማሪዎች ማስተማራቸውን ያቋርጡ ነበር?		
16	የአስተማሪዎች በእናንተ ጉዳይ መገባት እና ችግሩን ለማወቅና ለማቃለል መሞከር ጠቀሜታ ነበረው?		
17	መምህራን በእናንተ ምክንያት የማይስተምሩትን ያቋርጠፍ ወደ እናንተ ጉዳይ ይገባሉ በእናንተ በኩል መምህራን አይተው ዝም ቢሏችሁና ማስተማራቸውን ለማክታተሉ ተማሪዎች ቢቀጥሉ እናንተ ትምህርታችሁን መክታተል ትችሉ ነበር?		
18	የተቋረጠውን ትምህርት ለመተካት መምህራን ማካካሻ የትምህርት ጊዜ ይሰጧቸዋል?		
19	ትምህርት ቤቱ ድጋፍ ማድረግ ከጀመረ በኋላ ትምህርታችሁን በደንብ መክታተል ችላችኋል?		
20	ትምህርት ቤቱ ድጋፍ ባይኖር በትምህርታች መገፋት ትችሉ ነበር?		

Annex 4

Observation in Biruh Tesfa Primary School

Date: Megabit 25, 2005E.C.

Place: students' dining hall, in Biruh Tesfa Primary School.

Time 10:30am to 11:15am

After getting permission from the charity club of the school the researcher did an observation. On Megabit 25,2005 E.C. From 10:30pm to 11:15pm. The researcher was visiting destitute students while being served. The researcher and teachers whom are serving students were been there before numbers of students are coming.

One of the teacher come with one student and told him to arrange the desks properly, later on four boys (students) are coming with rice which was kept in a very big and bowl type plastic material. They carry it for two, other such plastic material is coming with full of rice again. Then two ladies come with plates and big spoon. The desk is kept in proper way of 4 roles. In each row there are 12 desks, on one desk 4 students will be sit. The women start putting rice in the plates and others are receiving and putting it on the desk. They put two plates in each desk and four students will sit in one desk and share one dish for two. Three volunteer teachers and 7 volunteer and destitute students with two waiters are serving the students.

The students have to come to their breakfast place by being pairs because they have to share one dish. If one student comes alone to eat, the teacher will call one of his friends to join him. The students are sitting to eat without washing their hands, the researcher told to one of the teacher as they didn't wash their hands, her reply was don't worry they adopt it you don't know from where they are feeding. Most students are using torn uniform sweater with dirty shirt, their trouser and skirt is dirty and ragged. They didn't comb their hair.

The servers try to control students not to use others right again. To do so they allow students to enter in one door and to use other door to out. As soon as the desk is free, other students will come and sit to eat in turn; within three rounds serving is completed. The researcher admired the coordinators by herself because they are doing with speed to treat the students, since they have to run to class.

After serving many students, other students are coming to get their breakfast but the breakfast was over. The teacher was asking the students why they are late. Some of them responding we were been in the class, they look 13 and 14 years old. Others said we were been playing, they are little children may be 6 or 7 years old. The teacher told the students who are eating, "I am sorry students your friends are coming lately and the lunch is over, so please feed them from yours, let you share she said." The researcher observed unforgettable

event while very little kids are feeding a big ones and the big ones are willing to eat without any complaint.

One of the teachers came to the researcher and told her “sometimes such conditions are happening we face shortage to feed them. I am afraid not to lose things to serve them.”

After a week the researcher made observation in the same place at the same time. All activities were the same to the previous observation. Fortunately in this observation time the researcher could see a better thing the rice was excess there was no shortage at this moment, and could see while they are repeating for some students while they are about to finish.

As the researcher observed the school meal serving time, she appreciates the teachers’ way of treating students. Teachers are very kind I went twice to the school dining room and visit them on students serving time I saw their participation as part of their work i.e. teaching. They checked things in the kitchen as how it is going and discuss with cook, then they come to their class to teach, while it is a break time one of them are running to the kitchen to arrange students’ meal and others are running to the dining room to arrange the place for students. After completing serving of students, they will return to their class. By chance if they don’t have class they may take rest otherwise they are so sensitive in destitute students’ case.

On the other hand the researcher could understand their shortage feeling while serving students. They are feeding students on fixed time but sometimes they face shortage. It shows that the service is not standing in sustainable manner. In addition since students are assisting in school center, they have to develop good manner also, they have to give concentration for their cleanliness but it was not there. At least they have to wash their hand before meal, they have to develop and adopt with manner in their school and they can teach others also.

Annex 5

Observation in Addis Tesfa Primary School

Date: Friday June 14, 2013

Place: students’ dining room, In Addis Tesfa Primary School

Time: 12:00am

The researcher arrived to the place and the school charity club leader took the researcher to students' dining room and introduces the researcher to the donor organization controller who attends in students' dining room before and on lunch time.

The researcher purposely arrives to the place before lunch time to observe conditions before lunch and on lunch time.

The room is arranged well and it was clean they put dining tables and desks to use as dining table. The tables, chairs and desks took place in three sides of the room, they are so old. Some of them are cracked, not attractive. The room is free at the middle which is convenient to the servers and the students too; they can take their lunch and return the plate easily.

At one side of the wall the donor organizations banner is posted it reads as follows:

Mercy Feeding Center

Our mission

To respond to the urgent needs of disadvantaged orphans and impoverished children so that they can continue their education without constraints.

Our Vision

We envision of children being able to continue their education, without the limitation of the lack of food and educational materials.

Our Goals

- *To help children pursue their education with excellence*
- *To assist children in their effort of becoming productive citizens in the profession of their dream.*
- *To create a peaceful and loving family environment that fosters safely and sense of belongingness*

- *To help the children understand the importance of service volunteerism, and the significance of hard work.*

Our services

- *Prepare and serve lunch 5 days a week*
- *Provide education materials like uniform as necessary*
- *Arrange after school tutoring and study programs*
- *Make medical treatment available to those who need it*
- *Provide them with ethical counseling services.*

Our uniqueness

- *Our focuses is supporting children from needy families and aiding disadvantaged orphans.*
- *Our aim is helping children continue their education and eventually become independent and productive member of the society.*

The researcher was attracted with the written services and asked school charity club leader to approve whether they are providing after school tutorial and study programs, medical treatment, vocational training, ethical counseling and feeding services which are written on the signboard.

The respondent replied:

Even though the project aimed to provide all the above services, due to the shortest project life time, three months, the donors are supplying only oil and rice to feed our destitute students. If they extend the project, we hope that they would provide all the proposed services.

The controller goes to the kitchen window and asks the cook as everything is ready and tell her as it is time to serve. The cook told her that as everything is ready. One little girl came to the room and she salutes all of them they kissed her and ask her 'have you finished your class?' she told them today we don't have class we had exam, now we are

playing. One of the little girls' friends came and calls her they went together. This little girl returns to the room on lunch time she took her seat and has her lunch. The researcher understands that the little girl is one of the destitute students'.

The cook put water and glasses on the table and desks. Children start coming to the room. They washed their hands before getting to dining room; the water is near to the dining room. Turn by turn they start going to the kitchen window. They pick plates from the table and the cook gave them bread and rice; they took their set and start having their lunch.

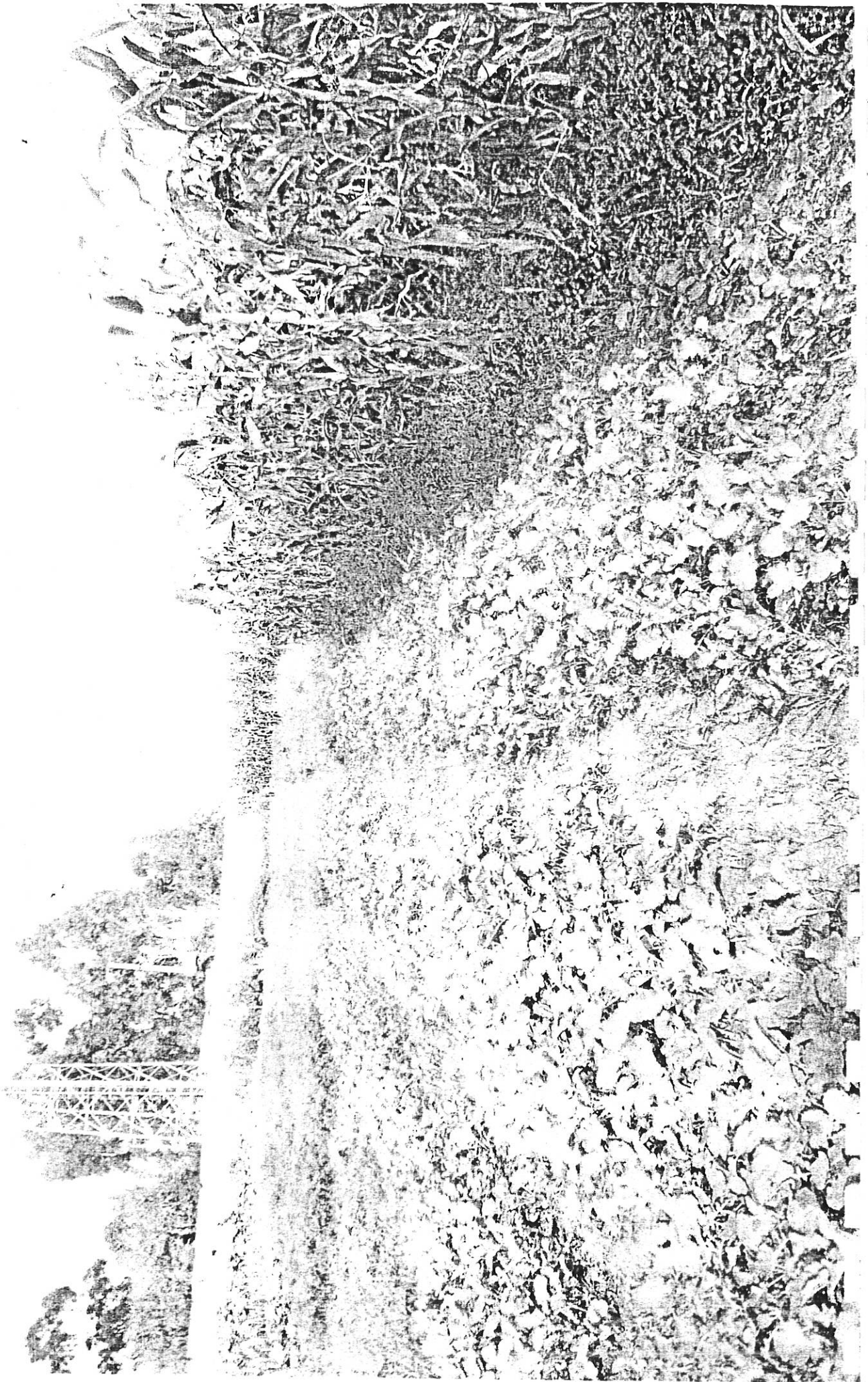
It start raining the cooker and the controller are checking students while they are eating, and ask them to repeat, and treat them to eat in a family or parents manner they told them "it is raining please don't be in hurry try to eat first...". The controller ask one of the students where is your friend Aynalem? The student replayed, "she went to country side with her father, he is very ill and wants to go there." The controller replayed "... final exam time is near will they send her back?" I don't know the student replayed. She is grade 3 student.

Some students are having the rice only and take away their bread. Other students especially girls and elder boys are start leaving the room by returning their dishes. After having her lunch, one of the student's starts cleaning the tables, as the controller informs the researcher, it is her turn today. Three girl students also get into the kitchen; it is their turn to wash plates. The controller and the cook start treating some students who can't eat and finish yet. They said "let you eat you don't feel could you can play and run well, you can learn.... and also asked them shall we arrange your meal and you can take it away? Most of them agree but one student refused them. They allow him to stay there, the cook and the controller start cleaning the house and the researcher thanks the cook and the controller and leaves the place at 1:00pm.

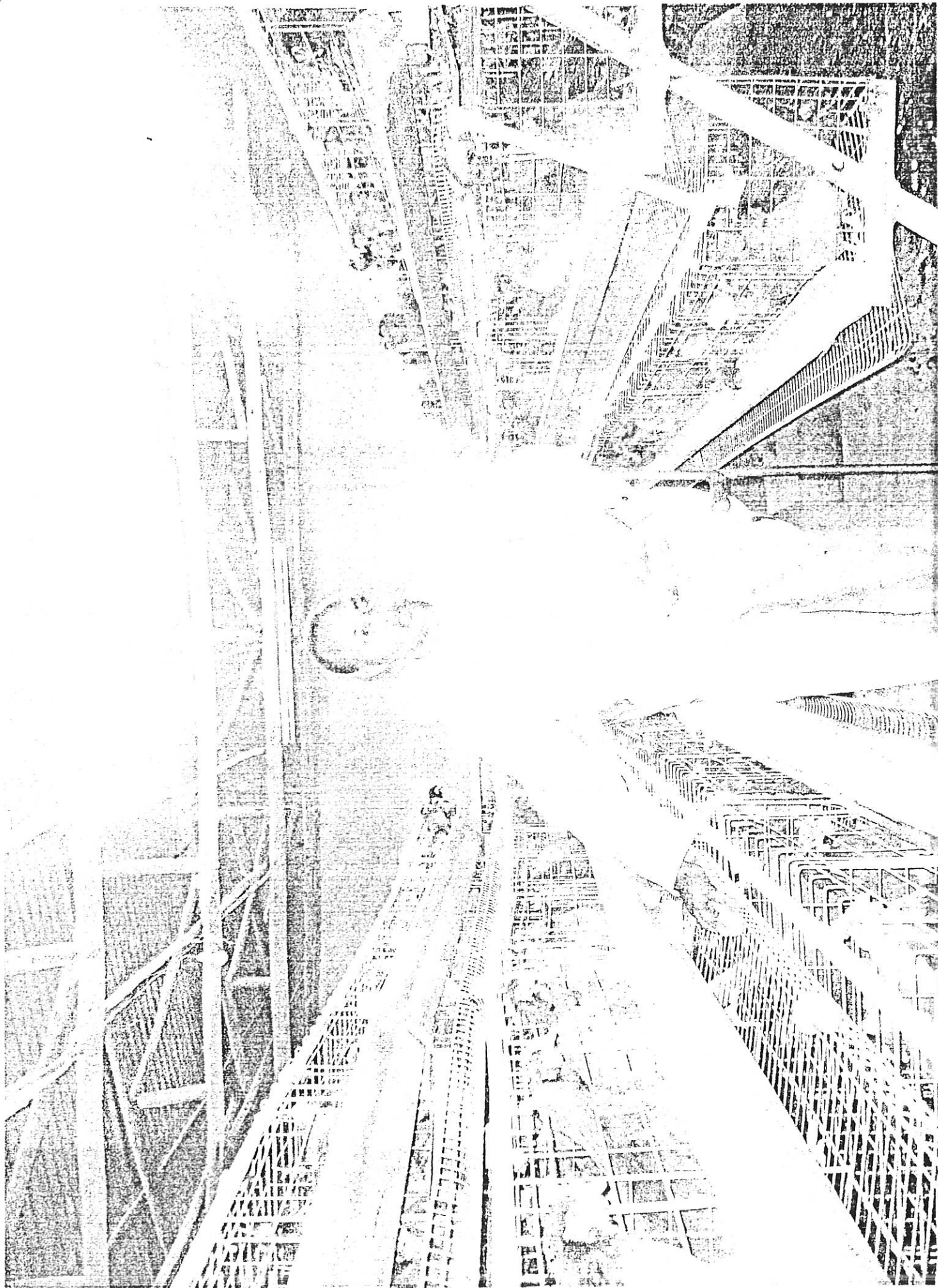
In Addis Tesfa School as informants told the researcher, teachers reduce their working load by employing cook and for the time being there is donor organization that is sending a controller on students serving time, this is for the organization's benefit on the other hand teachers can make themselves free from controlling the cook as before, their duty is

reserved on providing inputs for cook and asking other needs. By now teachers are free for their daily activity they are not engaged in destitute students' case as before. This is big change but as informant said, destitute students case needs sustainable solution for the time being i.e. for three months they got donor organization which assist them in providing oil and rice only, additional expenses including cook salary is on charity club.

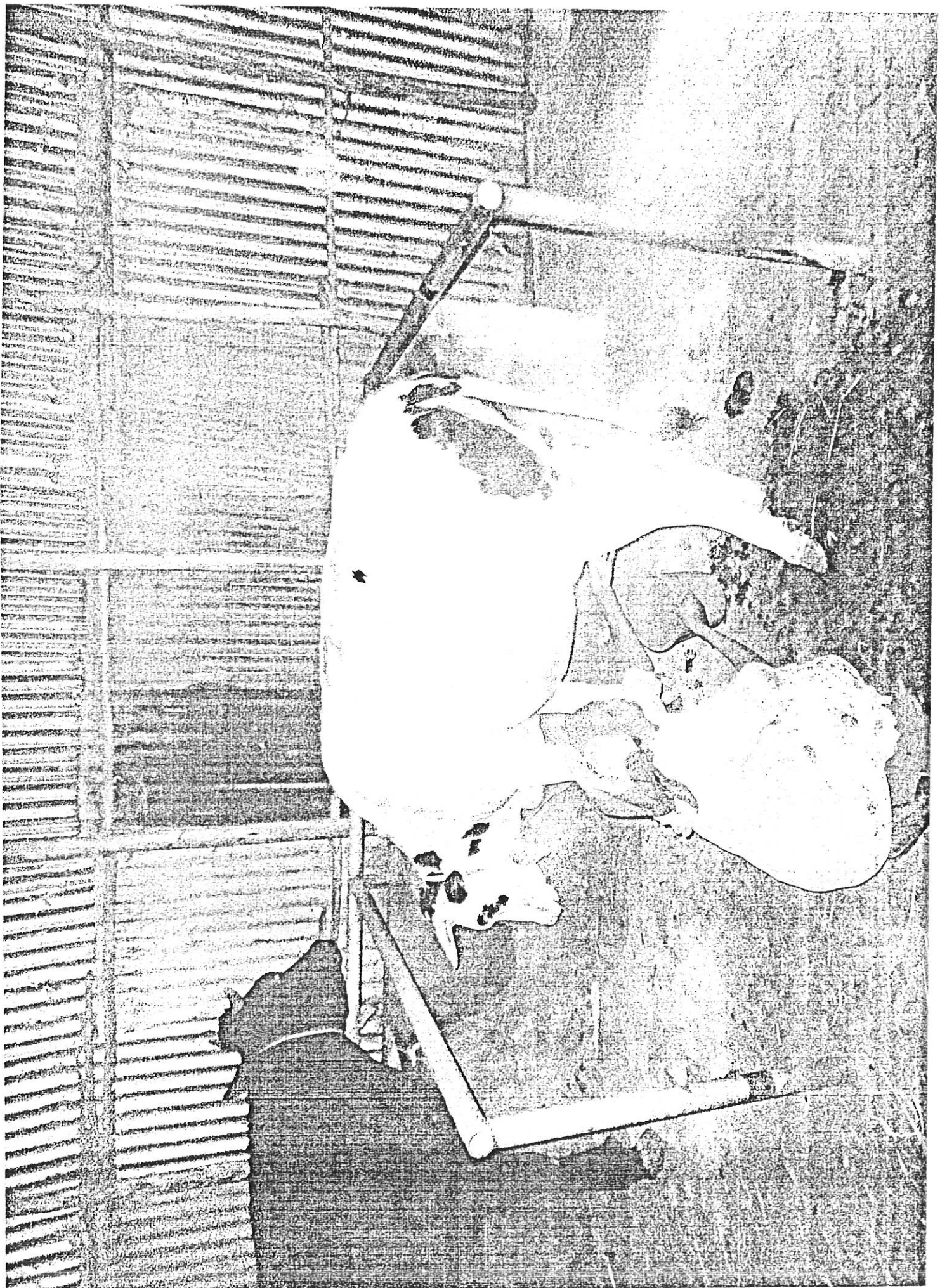
Note: Unfortunately the researcher couldn't get chance to make observation in Weyra primary School. Though the researcher has arranged the program with the leader of the school charity club to make observation, it failed due to urgent school meetings twice. When there is staff meeting in the school, it is usually held in the afternoon and the students are sent to their home. Thus the students' lunch time is canceled at this event. The same is true when there is an examination”.













ደህን ርዕሰ ጉዳይ አንስተን የዘገባውን ክፍል አንድ ጽሑፍ የተረፈነበት ያለፈው ዕለት ማንኛውን ልንገባ ዘብቃ በገላ ወደቤረኝን የተደወለት ስልጠና በርካታ ነበረ። በዚህ ወቅትም ደረታቸው ላይ ለሃገራዊ ዕውቀት ለመስጠት ወደ ትምህርት ቤቶች በማለፍ የሚመጡት ህፃናት አቅም አንሷቸውና ረገብ ጠንቅቀው በሚሞሩበት ደህን ላይ ማንቀሳቀሳቸው ከዚያም አልፎ በጠኔ ሩዓቸውን ስተው መውደቃቸው እጅግ አንዳስሰጥቸው የገለጹ ለአንዳንድ ተግባር ጠባቂ ነው። ይህ የማንም ግድገዳ ጠባቂ ያይደል ነገር ግን ደህንነቱን የመጠበቅ ችግር ነውና በጋራ ተረዳድተን ልንተርገው እንደሚገባ የሁሉም ደዋዎቻችን እምነት ነበር ማለት ይቻላል። ወደዘገዣችን ክፍላችን ስልክ ከመቀየር አንገብሮን ሁሉም ማለት ይቻላል በክፍል አንድ ዘገባችን የዳሰሰነው ብሩህ ተስፋ ትምህርት ቤት የት እንደሆነ ጠይቀውናል። የኢትዮጵያውን አስተዋዕጽ ድጋፍ አድርገው እነዚያን ባለራዕይ ሕጻናት ከረሀብ አስረኝነት ነጻ ለማውጣትና ያስቀጥሉ እንዲደርሱ ለማድረግ ያላቸውን ክፍላቸው ፍላጎት አሳይተውናል። እኛም በገባው ቃል መሰረት ለዚህ ትምህርት ቤት ችግር የጠናባቸው ህፃናት በላይታዊ ድጋፍ ለማድረግ የሚያስችል ሂደት ይፈጠር ዘንድ አየጣርን ነው። ከደዋዎቻችን አጠቃላይን ወደትምህርት ቤቱ እንዲሄዱና ከሚመለከታቸው አካላት ጋር ተገናኝተው እንዲነጋገሩ ሁኔታዎችን አመቻችተናል። ከትምህርት ቤቱ አካባቢም ይህ የቆየና ሥር የሰደደ የተማሪዎች መራብና መተሳቻል ችግር እንዲፈታ ለማድረግ ሲታተፍ የነበሩ መምህራንም የሚደግፉባቸውና ተስፋቸውንም የሚያመለምጡም እንቅስቃሴ በማየት ላይ መሆናቸውን ነገረውናል። አ.ት.ዮ.ጳ.ዊ ችግሩን ነጋሪ ያጣ ይሆናል እንጂ የተነገረውን ስምቶ ግን ዕንቅጥና እንደማይወስደው ለማመን ከዚህ ዘገባ በገላ የተደወለሉን ስልጠና የተሰጠን አስተያየቶች በቂ ምስክርዎቻችን ናቸው። እነሆ ይህ ትብብር በተጠናከረ መልኩ ቀንሎ ለሌሎችም ተመሳሳይ ችግር ያለባቸውን ትምህርት ቤቶች እንዲያዳርስ ነውና ዓለማችን በዚህ የመጨረሻ ክፍል ዘገባችንም ሁለት ትምህርት ቤቶችን የቃንጠትን ጽሁፍ እናስነብራለን።

የ05 ቀበሌ ጽ/ቤት የነበረውና በ2000 ዓ.ም በመጀመሪያ ደረጃ ት/ቤት ሁለተኛ ሳይክል ከ5-8ኛ ክፍል እንዲያስተምር ታሰቦ የተገነባው አዲስ ተስፋ ትምህርት ቤት ስር ሜዳ አካባቢ የሚገኝና ችግረኛ ተማሪዎች በጠባቂ የሚማሩበት ትምህርት ቤት ነው። ይህ ትምህርት ቤት 19 የመማሪያ ክፍሎች ያሉት ሲሆን 44 መምህራንንም ይዟል። ዘንድሮ ለመጀመሪያ ጊዜ 259 ተማሪዎቹን ሚኒስትሪ ያስረትናል። በግቢው ውስጥ ከዚህ ቀደም 15 አባወራዎች ይኖሩበት የነበረ ሲሆን ተለዋጭ ቤት ተሰጥቷቸው ከሃይት ውጪ አሁንም ስድስት የሚጠጉ አባወራዎች ከነበሩት ስድስቱ ይኖሩበታል። ነዋሪው በትምህርት ቤቱ ቅጥር ግቢ ይተላለፋል። እዚያው ትምህርት ቤት ግቢ ውስጥ እድር ቤትና የባለ አደራ ወፍሮም ቤት አለ። ትምህርት ቤት ጠላት ከፍተኛ ከመግር ማስተማር ሂደት ጋር ፍጹም የሚቃረን የመሥሪያና አገልግሎት መስጫ ተቋማት በግቢው ውስጥ ማኖር አንደምታው ምንድነው የሚለውን ለአንገባቢያን አንተውና ወደዋናው ጉዳዮችን እንገባ።

ደርብናል

በዚህ ትምህርት ቤት ውስጥ ከሚማሩ ልጆች አጠቃላይ ከደሃ ቤተሰብ የወጡ ህፃናት ናቸው። በአካባቢው ያሉትን ልጆች በትምህርት እንጻ በተገቢው መንገድ ለሃገርና ለወገን ጠቃሚ ቤቶች እንዲሆኑ ማስቻል ዋነኛው ዓላማ ቢሆንም ትምህርት ቤት ተገንብቶ የሚማሩት ልጆች የነጭ ሁኔታ ግን በርግጥም የሚሰጣቸውን ዕውቀት በአገባቡ ተከታትለው በአዕምሯቸው እንዲያሳድሩ የሚያስችላቸው ነው ወይ? የሚለው ጥያቄ ግን መልስ ይሻል።

ቤተው (ስሙ የተቀየረ) የ2ኛ ክፍል ተማሪና የ8 ዓመት ህፃን ነው። ይህ ህፃን ቤተሰቦቹ ችግረኞች በመሆናቸው ወደ ትምህርት ቤት የሚመጣው አንዳች ነገር ሳይቀምስ መሆኑን ተነግሮን ልናናገረው ጠራነው። ቤተው በፍርሃትና ፍጹም በሆነ መሻማቀቅ ነገር የሚመለከተን። ሲናገር ድምፁን መስማት አስቸጋሪ ነው። ስለህይወቱና ስለቤተሰቡ ስንጠይቀው ከአንደሱ ቃላት የሚወጡት በመከራ ነበር። በአካልም በአዕምሮም የተጉዳ ስለመሆኑ ገፊታው ይመስከራል። የሆሃንት ወዘ ፊቱ ላይ አይታየም። በምትኩ ችግር ከላይ ላይ ማንነቱን ነጥቆታል። ያለ ዕድሜው ፊቱ ከረገገታ ርቆ መከራ ይነሱበታል። ደብተሮቹን እንደያዘ አናገረን።

“የሚያሳዘነው ነገር የሚታዩው በምሳ ሰዓት ነው። የምናስተምረው ቀን ሙስ ስለሆነ በምሳ ተማሪዎች ስምሳ ሲቀመጡ ብዙዎች ግን በአካባቢያቸው በረዶ (ጀሳቲ) ገዝተው ይመገባሉ...”

“እናቱ እየለመነች ነው የምታሳድገኝ። ሽሮሜዳ አካባቢ ትለምናለች። አንድ እህት ነበረችኝ ሞታለች። ወደ ትምህርት ቤት ስመጣ ከተገኝ እበላለሁ። ከሌላ ደግሞ ጠባቂ ጊዜ የሚገኝ ነው የምመጣው። ወደ ቤት ስሄድም የምሰላው ካገኘሁ ነው። ለምሳሌ ዛሬ አንድ ጸቦ በልታለሁ (ቃለ መጠይቅ የተካሄደው ከምሳ ሰዓት በጎላ ነው) ሲርብኝ ያመኛል። ሆይን ታምሜ መግር አልችልም። በጣም ጠግቤ በልታ



ርዕስ ስርዓት ማግኘት

የግንባር ስልተን እንማር?

አላውቅም። ስለ ትምህርቱ አስባለው። እናቱን መርዳት እጅጋል።...” ቢተው ከዚህ በላይ መናገር ስላልቻለ ወደ ክፍሉ ሸኘው። ድህነት በስነ-ልቦናው ላይ ያሳደረበትን ጫና መመልከት በዙም አይገደም። መምህራኑ “ተማሪዎቹ በፍጹም መተገብታቸውንና መራባቸውን መናገር አይፈልጉም” ያሉን በርግጥም ልክ መሆኑን አይተናል። እነዚህ ችግር የጠናባቸው ተማሪዎች የደረሰባቸውን ችግር ለመናገር እንኳን ድፍረቱ የላቸውም።

የ1ኛ ክፍል ተማሪ የሆነው ሰለጥን (ስሙ የተቀየረ) ነው። የሰበሰው ልብስ በላይ ላይ አልቋል። ከንጹህ ደርቋል። ምግብ ያልበላ መሆኑ ያስታውቃል። አልፎ አልፎ እናቱ ምሳ አስይዞ ትልክዋለች። ሰለጥን ግን ምሳውን ከተማሪዎች ፊት አይከፍተውም። የደረቀና የሻገተ እንጂራ ብቻ ነው ተሞልቶ የሚሰጠው። ስለዚህ ለብቻው ተደብቶ ለሎች ሳይደት ያቸኑ ይበላል። የስነ-ልቦና ችግር ውስጥ የገባው እንግዲህ ገና በዚህ ጨቅላ እድሜው ነው። የሰበሰው ልብስ ታገባ የሚያውቅ አይመስልም። በዚህ ችግር የተነሳ ይህ ምሳ ከሚቋጠረላቸው ተማሪዎች ጥቂት ጥቂት እየተቆነጠረ ይሰጠውና እሱን በልቶ ይማራል። ስናናገረው የሰጠን መልስ አጭር ነው።

“ቤቱ ደስ ብሎኝ አልፍርም። ይርበኛል። ምግብ አላገኝም። እናቱ እንጂራ ትሸጣለች። አባቱ የተበላሸ

ገናንላ ይሠራል። አራት ወንድምና እሁቶች አሉኝ”

ለላው ያናገርው ተማሪ የ11 ዓመት ታዳጊና የ5ኛ ክፍል ተማሪ የሆነው ጋረደው (ስሙ ተቀይሯል) ነው። ጋረደው ነጠላ የሚነገዱ አጎቱ ከሚያስተዳድሯቸው ሶስት ልጆቻቸው አንዱ ነው። እናቱ ሞተዋል። በቤታቸው ውስጥ በቶ ምግብ ፍር አያውቅም። የሚያበስል ሰው ስለሌለ አባቶቹ ማለጻ ላይ ዳቦ አስተምጠው ልጆቻቸውን ወደትምህርት ቤት እንዲሄዱ ነገረው ይመጣል። ማታ በጊዜ ከመጡ የሚበላ ነገር ገዘተው ይመጣል። ያለበለዚያም እንጋረደው ወደቤት ሲመለሱ የሚበሉት ስለማያገኙ ጠማቸውን ማደራቸው ግድ ነው። ብዙ ጊዜ ምሳ አይበለም።

“እንድ ቀን ትምህርት ቤት ቁርሴንም ምሳይንም እራቱንም ሳልበላ አድራ መጥቶ አውቃለሁ። ይህ የሆነው አባቱ በንግድ ቦታ ላይ በተነሳ ፀብ ታስሮ ስላደረ ነበር። እናቱ ከመሞታ ከ2 ዓመት በፊት ቢያንስ ምሳችንን እንበላ ነበር። ቁርሴንም እራትም ትሠራልን ነበር። እኛ ከሞተች ደምር ግን ትምህርት ቤት የምንሄደው ምግብ ሳንበላ ነው። ሳልበላ ስመጣ መማር እያታችን ነው። ያመኛል። ከ11 ሰዓት በኋላ ያገኘሁትን ሠርቶ በማገኘው ገንዘብ እራት ለመብላት እየሞከርኩ ነው። ሰው እንድንሆንና አንደልባችን

በልተን እንድናደር የሚረዳን ብናገኝ ደስ ይልኛል” ብሎናል- በሆነን አንደቡቱ።

ለሎችም በዚህ ት/ቤት ውስጥ አግኝተን ያነጋገርናቸው ተማሪዎች የሰጡን እስተያየት ከላይ ካነበባችሁት ጋር ተመሳሳይ በመሆኑ ትተነዋል። የችግር ገጽ ብዙ ቢሆንም በተለይ በሆድ ላይ የመጣ ችግር ቀን አይሰጥም። ከመማርም ሆነ ከሌላው ነገር ሁሉ ቀዳሚው ጉዳይ መብላት ነው። ሳይበለ መማር አይቻልም። እነዚህ ተማሪዎች ደግሞ ይህንን የሚይቻል ነገር ለመቻል እየታገሉ ነው የሆኑት- ባይላካቸውም።

በዚህ የመጀመሪያ ደረጃ ት/ቤት የሚያስተምሩና ስማቸውን ከመግለፅ የምንቆጠበው መምህርት ከተማሪዎቹ አብዛኛዎቹ በከፋ ድህነት ላይ እንደሚገኙ ነገረውናል። ምግብ ያልበሉት ተማሪዎች በተለል በክፍል ውስጥ ለመለየት እስቸጋሪ አይደሉም። መምህሩ ገለጻ እየደረገ ገና በማለጻ ይተኛሉ። አስተማሪ ለምን እንደሚተኙ ሲጠይቃቸው “ቁርስ አልበላሁም- ርዕኝ ነው- ማታ ራቱን ሳልበላ ነው ያደርኩት” የሚል መልስ ይሰጣሉ። ይህ ሁኔታ የገጠመው መምህር ምን ማድረግ ይችላል? ያለን አማራጭ ሻይና ዳቦ መግባት ነው። ይህንን እናደርጋለን። ቢያንስ ከረገባቸው ማገገም ያስችላቸዋል። አንዳንዶቹ በረጅ ድርጅት ይያዛሉ። ያም ሆኖ በመማር ማስተማር ላይት ውስጥ ይህ የምግብ ማጣትና ሳይ ሆኖ ወደትምህርት ቤት መምጣት ችግር ተዕዕልኝ እየፈጠረ ነው። ተማሪዎቹ ውጤታቸው ይታያል። በስነ-ልቦና ላይ ችግር ይፈጥርባቸዋል። የሚያሳስሉት ድህነታቸውን ነው። የሚሰጣቸውን ትምህርት የመቀበል ችግርም አለባቸው። አንዳንዶቹ ተማሪዎች እንደውም ካለመብላትም አልፈው በጉልበት ሥራ ላይ ስለሚሰማሩ ሳይተኝም ያድራሉ። አካባቢው የሸማ ጥበብ ባለሙያዎች ሰፈር ስለሆነ አንዳንዶቹ ጥጥ ሲፈትሉ ወይም ለሌ ሥራ ሲሠሩ ያድሩና ጠዋት ትምህርት ቤት ሲመጡ በአግባቡ የሚነገራቸውን መከታተል አይችሉም- ይተኛሉ። መምህራን ከማስተማርም ለሌ መጋቢና ህጻናቱን ረጅ ሆነዋል። በርግጥ ይህ የሰበሰባቸውን ስልጠና ነው። ነገር ግን ትምህርቱን በአግባቡ ማድረግ ያስችላል ወይ የሚለውን ጥያቄ ያስነሳል በዚህ ሁኔታ እውን ተማሪዎቹ ከተማሪ የሚፈለገውን ማሟላት ይችላሉ? ከባድ ነው። ምናገባች ተብሎ የሚታሰቡ ችግር አይደለም። ሁላችንም ተረባቢን ተሳታፊ እየሆንን ነው። የስነ-ልቦና ውድቀት ያለባቸውን ተስፋ እንዲያደርግባቸው ለማድረግ ጥረት እናደርጋለን” ብለውናል።

ብዙዎቹ ተማሪዎች “ረገብን ለምደንዋል” ብለውናል። በተለይ እንደ የ12 ዓመት ታዳጊ “ከዚህ በፊት ሲርበኝ ብዙ ችግር ያስከትልብኝ ነበር። ሆኖ ቁርጠት ያመኝ ነበር። እሁን ግን ለምጃዋለሁ። ካገኘሁ እበላለሁ። ካጣሁ ባይ ሆይ እመጣለሁ” ብላናል። በርግጥ ረገብ ይለሙዳል።

የዚህን ትምህርት ቤት ቅኝት ከጨረሰን በኋላ በዘርዘራችን ውስጥ ካሉትና በከገባችን ውስጥ ልናካትታቸው ካለብናቸው ትምህርት ቤቶች አንዱን መረጥን- ዕድገት በስራ ትምህርት ቤት። ይህ ትምህርት ቤት የሚገኘው መርከቶ ውስጥ ነው። ከዛሬ 55 ዓመት በፊት በ1948 ዓ.ም የተመሰረተው እድገት በስራ ት/ቤት በዚህ ዓመት ብቻ 2023 ተማሪዎችን ተቀብሎ በማስተማር ላይ ይገኛል። ከነዚህ ውስጥ 22 ተማሪዎች ስልዩ ልዩ ምክንያት

እኚህ ምክትል ርዕሰ መምህር ተማሪዎቹ ምግብ በማጣታቸው ሳቢያ የምሳ ሰዓታቸውን የሚያሳልፉበትና የተራብ ሆዳቸውን የሚደልሉበት መንገድ አላዋኝ እንደሆነ ይናገራሉ።

“የሚያሳዝነው ነገር የሚታየው በምሳ ሰዓት ነው። የምናስተምረው ቀን ሙሉ ስለሆነ በምሳ ተማሪዎቹ ለምሳ ሲቀመጡ ብዙዎቹ ግን በአካባቢያቸው በረዶ (ደላቲ) ገዝተው ይመገባሉ። ወይም ሸንኮራ በልተው የምሳ ሰዓታቸውን ያልፉታል። በተራብ ሆዳ የ10 ሳንቲም ደላቲ ወይም ሸንኮራ ምን እንደሚፈይድ ማመት ቀላል ነው። አንዳንዶቹ ተማሪዎች ይር ብለው ይናገራሉ። ክፍል ውስጥ ይተኛሉ። ቸው ደግሞ ወደላይ ይላቸዋል። ይህን መሰል ር የሚታይባቸው ብዙዎቹ ርቧቸው ሆዳቸውን መላት ብዙ ውሃ ጠጥተው የሚመጡት ነው። አንዳንዶቹም ይወድቃሉ። ረሃብን መቋቋም ለመቻላቸው ሳቢያ። በኛ በኩል የምንወሰደው ሊከደደደ መፍትሔ ዳቦ መግዛትና መስጠት ነው። ትምህርት ቤቱ ውስጥ ባለ የሻይ ክበብ ውስጥ ነው የምንመግባቸው። በኛ በኩል ለተማሪዎቹ መርጃ የሚሆን እቅድ ነድሬን እየሠራን ነው። የመምህራኑ ክበብ ከዚህ ቀደም የሚያገኘውን ገቢ ለመምህራን የመገናኛ ፕሮግራሞች ማዘጋጀት ነበር የሚያውለው። እሁን ይህ ገቢው ሙሉ በሙሉ ለተማሪዎቹ መመስሪያ እንዲሆን የማድረግ እቅድ ይዘናል። በሌላ በኩልም የሚረዷቸውን መንግስታዊ ያልሆኑ ድርጅቶች በማነጋገር ላይ ነን ብለዋል።

አንደኛው ርዕሰ መምህር ገላጻ ይህ ችግር የሁለም ሰው ችግር ነው። ሁሉም የሚመለከት ችግር ነው። እነዚህ ህፃናት አድገው ነገ ሀገር መረከብ አለባቸው። ለዚህ ደግሞ ዛሬ ላይ ትኩረት ሊደረግላቸው ይገባል። የተለያዩ ድርጅቶችም የየኩላቸውን ድጋፍ ማድረግ ይጠበቅባቸዋል። ምክንያቱ ደግሞ ጉዳዩ የሁሉም ጉዳይ ስለሆነ ነው። በተለይም የመገናኛ ብዙሃን ችግሩን በማሳወቅ ህብረተሰቡ ለመፍትሔ እንዲያቀላቀስ የማድረግ ኃላፊነታቸውን ሊወጡ ይገባቸዋል ብለዋል።

የ6ኛ ክፍል አማርኛ ቋንቋ መምህር የሆኑት አቶ ጌትነት ላለፉት 5 ዓመታት እዚህ ት/ቤት ውስጥ ማስተማራቸውን ነግረውናል። “አብዛኛቹ ተማሪዎች ከደሃ ወላጆች የተገኙ ናቸው። በልተው የሚመጡት በጣት የሚቆጠሩ ናቸው። የራሳቸው ተማሪዎች ክፍል ውስጥ ይተኛሉ። በተለይ ከሰዓት በኋላ ወደክፍል ተመልሰው አይመጡም። ሥራ ይሠራሉ። ጥቂት ገንዘብ ያገኙና ቤተሰብ ይረዳቦታል። ለራሳቸውም የምግብ ወጪያቸውን ይሸጥናላቸዋል። በዚህ የተነሳ በትምህርት ላይ ማሳለፍ የሚገባቸው ጊዜ እየተሸራረፈ ነው።” ብለዋል።

መምህር ጌትነት እንደሚሉት በነዚህ ችግሮች ሳቢያ የመማር ማስተማር ላይ አደጋ ላይ ወድቋል። በተለይ የከሰዓት በኋላ የክፍል ባደጉት ችግር መፍትሔ ያስገኛል። ተማሪዎቹ ችግራቸውን አውጥተው መገናገር አይወዱም። መምህራን በተለየ ወደቀራረብ ለሰቻቸው ሲጠይቋቸው ነው የሚናገሩት። “ምሳቸውን ደላቲ መጥጠው እያሳለፉ እንዴት ሊጠገቡ ይችላሉ? ጉብዝ ተማሪ ሆነው ችግር የጠናባቸው አለ። በግላችን የምንችለውን እንረዳቸዋለን። ከሰዓት በኋላ በተደጋጋሚ የሚያስመልሳቸውን ተማሪዎች ስንጠይቃቸው ብባዶ ሆኔ ውሃ ጠጥቼ ነው ይሉናል። ይህን መስማት ያስቅቃል። ያስፈራል። ጥቂት ዳቦ መግዛት ወይም እርዳታ እንዲደረግላቸው ወደ ቀይ መስቀል ከመላክ ሌላ ምን ማድረግ እንችላለን?” ይሉ መምህሩ። አብዛኛቹ መምህራን የየኩላቸውን ጥረት ቢያደርጉም ከችግራቸው ተማሪዎች መጠቀም አንፃር ግን ሁሉንም ለማዳረስ የሚያስችል እርዳታ ማድረግ አለመቻላቸውን ግን ተናግረዋል።

መምህር አቡበከር ከማል የትምህርት ቤቱ ጤናና ስነ-ልቦና ማጎልመሻ መምህር ነው። የአንድ ምህር ደመወዝ ለ30ህ የትምህርት ቤቱ ተማሪ ድጋፍ ማድረግ ይችላል? ብሎ ይጠይቃል “ኔ ወዘ ለ 2 ወይም ለ3 ተማሪ መርጃ ሊሆንና ላል። ክፍል ውስጥ ላሉ 50 ና 60 ተማሪዎች ምንም ላይርግበት አልችልም። ተማሪዎቹ ከሌላ

ክስዓት በኋላ በተደጋጋሚ የሚያስመልሳቸውን ተማሪዎች ስንጠይቃቸው ብባዶ ሆኔ ውሃ ጠጥቼ ነው ይሉናል። ይህን መስማት ያስቅቃል። ያስፈራል። ጥቂት ዳቦ መግዛት ወይም እርዳታ እንዲደረግላቸው ወደ ቀይ መስቀል ከመላክ ሌላ ምን ማድረግ እንችላለን?”

ት/ቤት ጋር በነበረን የሰጋጋርት ውድድር ዝቅተኛ ውጤት ነው ያመጡት። ከ25 ተማሪ 1 ተማሪ ብቻ ነው የወረዳውን ስፖርት ማጣሪያ ያለፈልገው። ሆዳቸውን በሸንኮራ፣ ደላቲና በጣም ከተሻለም ብዙነት ገዝተው የሚበሉ ተማሪዎች ያለበቁ ምግብ ስፖርት ሥራ ቢባሉ ቀልድ ይሆናል። አብዛኛቹ ዛላ በርበሬ ለቅመው ሽጠው ገንዘብ ለማግኘት የሚረጡ ናቸው። ከፍተኛ ሁለተኛ ደረጃ ት/ቤት ከገቡት ውስጥ ሁሉም ለዚህ የደረሱት በራሳቸው ጥረት ነው። ብዙዎቹ ነገ በትምህርት አለመጣሉ የሚላ ህልም የላቸውም። ወላጆችም ልጆቻቸው ቤት እንዳይውሉባቸው ብቻ ብለው እንጂ ት/ቤት ሲልኳቸው ራዕይ ሰንቀው አይደለም። ለዚህ ሁሉ ችግር ተጠያቂው ደግሞ ድህነት ነው። በ21ኛው ክፍለ ዘመን ላይ ሆነን በትምህርት ቤት ይህን ያህል ድህነት ማየት ያስደነግጣል” ብሏል።

አንደ መምህር አቡበከር ይህን ችግር እንዲቀረፍ መንግሥትን መጠበቅ ልክ አይደለም። “መንግሥት ስንቱን ተማሪ ይረዳል? አዲስ አበባ ውስጥ ስንት ችግሮች ተማሪ አለ? ለዚህ ዋናው አካል ህዝቡ ነውና መርዳትም ያለበት ራሱ ነው። ተቸግረው ትልቅ ደረጃ ለመድረስ የሚጥሩ ብዙ ተማሪዎችም አሉ። በኔ ትምህርት ጥሩ ውጤት ያመጡ በአትሌቲክስ እስከ ዋንጫና የወርቅ ሜዳሊያ መሸለም የደረሱ ልጆች አሉ። በኛ በኩል የራሳችን ቀዳዳም እየሰፋ ቢሆን የሌሎችን ስንደፍን ነው የምንኖረውና መርዳታችንን አላቋረጥንም። እናንተም ይህን ችግር መጥታችሁ ማየታችሁ መልካም ነው” ብሏል።

በዚህ ዕድገት በሥራ ት/ቤት ውስጥ ያየውን ችግር ደጋግመን ብናውራው የተለየ ነገር የለውም። የተራቡ ግን ዕውቀት የጠማቸው መማር የሚፈልጉ ግን ሆዳቸው ዳቦ የሚላቸው ብዙ ተማሪዎች አሉ። ልብላቸው በላያቸው የለቀቀ ፀጉራቸው በቅጫም የተጥላ ጫማ የማያደርጉ የጎፅህና ጉድለታቸው በግልፅ የሚታይ ፊታቸውን እንኳን ታጥበው የማይመጡ ተማሪዎች ብዙ ናቸው። ይህች ሀገር ነገ ከነዚህ ልጆች ብዙ ትጠቃለች። ግን ምን ታገኛለች?

ይህ ችግር በኛ አተያይ መሠረታዊ ችግር ነው። የምናውራው ስለዘር ነው። ይህ ዘር እንዲበቅል ከሚያስፈልጉት ነገሮች አንዱ ምግብ ነው። ምግብ ተሟልቶ አልቀረበለችም። በዚህ ሳቢያም የሚሰጠውን ብርሃን ለመቋቋስ አቅም አይኖረውም። በዚህ ሳቢያ ቢያደግም ተንጋዶ ነው። ያልጠነከረ። በአካልና በመንፈስ የገደቀ ትውልድ ሊኖረን አይገባም። አሁንም ይህ ሃላፊነት የሚወድቀው በኛው ጫንቃ ላይ ነው። ከሰን አቅም ላይ ቆጥበንና የነዚህን ህፃናት ችግር መቅረፍ ይጠበቅናል። ቢያንስ ለአንድ ማኪያቶ የምናወጣው ወጪ ለአንድ ሕፃን የሁለት ቀን ምሳ ለሸፍንለት እንደሚችል እናስብ።

በዘርዘራችን ውስጥ ካካተትናቸው ሌሎች ትምህርት ቤቶች ውስጥ በጉለል ክፍለ ከተማ ስር ያሉ ፀሐይ ጮራ እና ድል በትግል ትምህርት ቤቶች ላይ ያለውን ስር የሰደደ ችግሮችን በሆናቱን ሁኔታ ለማወቅ ተንቀሳቅሰን ነበር። በግልፅ የሚታይና ብዙዎች የሚናገሩትን ችግር በአካል ተገኝተን ለማየትና መምህራንን ለማነጋገር ስንናገር “በደብዳቤ

ጠይቁን” በማለታቸው በ13/05/2003 ለሁለቱንም ት/ቤቶች ዓላማችንን በመግለፅ ህፃናቱ ችግራቸውን ታውቋላቸው መፍትሔ የሚያገኙበትን መንገድ ለማመቻቸት ያለመ ዘገባ መስራት እንድንችል በደብዳቤ ፍቃድ ጠየቅን። በየት/ቤቶቹ ኃላፊዎች እንደገና በወረዳቸው ወደሚገኘው ትምህርት ቤር ሄደን ደብዳቤ እንድናመጣ ተጠየቅን። የፀሃይ ጮራ ትምህርት ቤትን የሚመለከተው የወረዳ 3 ትምህርት ጽ/ቤት በመሆኑ ሃላፊውን ቢቃልም በደብዳቤም ጠየቅናቸው። እሳቸውም በተራቸው የጉለል ክፍለ ከተማ ትምህርት ቤር ይወቀው ብለው ወደዚያ ላኩን።

በ19/05/2003 ጉለል ከከተማ ት/ቤር ደብዳቤ ለከተማው የትምህርት መማር ማስተማር ሥራ ሂደት አቶ አሳያስ ጋር ቀረብን። እሳቸውም በተራቸው ለትምህርት ጽ/ቤት ሃላፊዎ ወ/ሮ አበበች ነጋሽ ጋር መሩን። ወ/ሮ አበበች በወቅቱ ስለልነብና ለሀላፊያቸው ደብዳቤውን ሰጥተን ምላሽ ለማግኘት ጥር 24/2003 ተመልሰን ብንሄድም “ሃላፊዎ ከቤር ውጪ ስብሰባ ላይ ናቸው ተወዳዩም ስበሰባ ላይ ናቸው” ተብለን በማግስቱ እንድንመለስ ተነግረን። በዚህ ዕለት ወይ ትምህርት ሚኒስቴር ሐደን የሀገብ ግንኙነት ሃላፊውን አቶ አበራ አባተን “መረጃ ማግኘት አልቻልንምና ምን ማድረግ አለብን” ብለን ጠየቅን። እሳቸውም “መረጃ ለማግኘት ይህን ያህል ልፋት መፍጠር ህገ መንግስቱ የሰጠውን መብት መጣስ ነው” በማለት ቢቃል ደድል በትግልንና የሀላፊ ጮራ ት/ቤት ሃላፊዎችን እንዲሁም የወረዳውንና የክፍለከተማው ትምህርት ቤርን መረጃ መስጠት ግዴታቸው እንደሆነ ነገሩን። ይህንኑ ሄደን ተናገርን። የት/ቤቶች ሃላፊዎች በበኩላቸው “ቢቃል ሳይሆን በጽሑፍ የክፍለከተማው ትምህርት ቤር ትዕዛዝ ካልሰጠ አይሆንም” አለ። በማግስቱ ክፍለከተማ ሂደት ያገኘው ሃላፊ ለም።

ጥር 26 የጉለል ከከተማ ትምህርት ጽ/ቤት ሃላፊ ወ/ሮ አበበች “ወረዳ 3 ትምህርት ቤርን ችግር መኖሩን አጠርታችሁ ፍቅዱ” ብለዋል ተብሎ ከሃላፊያቸው ተነግረን። ታዝዘዋል የተባሉትን የወረዳውን ሀላፊ በስልክ አግኝተን ቀጠሮ ተቀለንን ጥር 27 ወደሳቸው ሄድን። ሃላፊው ለስራ መውጣቸውንና በስልክ ለሀላፊ ጮራ ት/ቤት ችግር መኖሩን አረጋግጠና አሳውቁን” ማለታቸውን ሰማን። ፀሀይ ጮራ ብንሄድም ምክትል ርዕሰ መምህራንን ማግኘት አልቻልንም። ጥር 30 ቀን በስልክ አግኝተናቸው ስንጠይቃቸው ግን “በስልክ ሳይሆን በደብዳቤ ልታዘዝ ይገባኛል” በማለታቸው ይህንኑ ለወረዳው ትምህርት ቤር አሳውቅን። ከዚህ በኋላ ምላሽ ስንጠብቅ የሕትመት በጠቢያ ተናገርን በመድረሱ ይህን ጽሑፍ አጠናቋቸው ሆኑት 2 ቀን ወደማተሚያ ቤት ይዘው ገቡናል።

ይህ የመረጃ መሸፍን ችግር መንግሥት ማህበራዊ ችግሮችን እንዳያይ ያደረገው ይሆናል እንጂ አይጠቅመውም። መረጃ ለማግኘት መብትንም ይጥሳል። እንደመገናኛ ብዙሃን ሃላፊነታችንን መውጣት የምንችለውና የተሟላ መረጃ ልናቀርብ የሚችለን የሚመለከታቸው አካላት ተገቢውን ትብብር ሊያደረጉልን ነው። ያለበዚያ “መንግሥት ለችግሮቹ ሁሉ ዐይንና ጆሮውን ሸፍን የተቀመጠ አካል ነው” የሚለውን ስሜት በአንባቢ ላይ ይፈጥራል። ባጣነው መረጃ ችግር ሳቢያ ቢፈጠር ጥፋቱ የማን እንደሆነ መገመት አያገኛትም። ለኛ የገሪመን ግን “ችግር መኖሩን አጠናቅቅ” የሚለው ትዕዛዝ ነው። እውን ይህ ችግር ከነዚህ የቅርብ አካላት ዐይን የተሰጠረ ነው? በሁለት ክፍሎች ያቀረብነውን ዘገባ እዚህ ላይ ብንጻፍጠው ወድናል። ሌሎችም ብዙ ተመሳሳይ ችግር ያለባቸው ት/ቤቶች እንዳሉ ታሳቢ በማድረግ። አንባቢያን በጉዳይ ላይ ያላችሁ አስተያየት በደብዳቤና በስልክ ብትገልጹልን ግን እንቀበላለን። ሌሊተኛ ይገባዋል የምትሉት ሌላ ማህበራዊ ችግር ካለም ጥቆማችሁን አድርጉን። ለማህበራዊ ሕይወት መቃናት ችግሮችን ነቅቦ በማውጣት መፍትሔ ማፈለግ የታረኩ ዕውነቶች ሳምዳችን ዋና ዓላማ ነውና አብረን እንሥራ።

