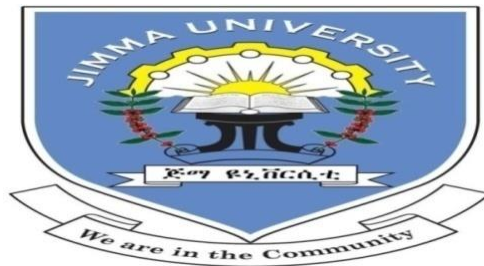


**JIMMA UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF HISTORY AND HERITAGE MANAGEMENT**



**A HISTORY OF ADIYO PRIMARY SCHOOL FROM ITS  
FOUNDATION TO 2010**

**BY: ABEZASH ARICHEBO**

**ADVISOR: BELAY BEYENE (M.A)**

**JUNE 2016**  
**JIMMA, ETHIOPIA**

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**A SENIOR ESSAY SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF  
SOCIAL SCIENCES AND HUMANITIES FOR THE IMPARTIAL  
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF  
BACHELOR OF ARTS IN HISTORY AND HERITAGE MANAGEMENT**

**SIGNATURE**

**APPROVED BY BOARD OF EXAMINERS-----**

**ADVISOR BELAY BEYENE (M.A) -----**

**EXAMINER-----**



## **ACKNOWLEDGMENT**

This all I want to give almighty of thanks, to my God for the survival of Challenge full campus life and for the presence in this planet. After this my best contemplate to Ato Belay Beyene, my advisor for this persistent guidance available comment and suggestion in shaping the title and form the study. His kindness and patience in offering construction advice hones critics in highly appreciated

My hurtfully gratitude and principles thanks to my family especially for my father Arichebo Dojamo and my mother Adugna Gebremika'el, Tegegn and Kassa for their moral and financial support during study time.

Finally, I would like to thanks my relative friends especially Birahanu Meshamo, Etaferaw Tadesse and Banchayehu Agonafir and other relative and friends for providing me material and supporting during my study.

## **PREFACE**

The aim of this paper is to investigate the historical development of Adiyu Primary school from its foundation to 2010. This paper is divided into four chapters. The first chapter attempts to review the development of traditional education in the state and the expansion of modern education and the physical and geographical setting of Adiyu town.

The second chapter deals with the historical background and development of Adiyu primary school. The third chapter describes the school curriculum, administrative staffs and the relation of the school with the community and the problem and income of the school. The fourth deals with the extracurricular activities.

The study is mainly based on the available archival material in the school in Adiyu Woreda educational office and oral information collected from individuals and also from the documents of the school. In gathering information for this paper, I faced some problems, the shortage of archival sources and time.

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# **CHAPTER ONE**

## **1. GENERAL BACKGROUND OF EDUCATION IN ETHIOPIA**

### **1.1 THE BEGINNING OF TRADITIONAL EDUCATION IN ETHIOPIA**

The traditional education system in Ethiopia grew with the introduction and expansion of Christianity in the fourth century AD. The arrival of the nine clerics from Asia Minor known as the “Nine Saints” in Ethiopia Church traditional and their vigorous evangelical activity in the late 5<sup>th</sup> century AD gave the new religion a broad mass base and literature. The translation of the holy bible and other holy books, as well as the construction of church and monastery established the infrastructure, to stay for religion and intellectual reflection.<sup>1</sup>

An elaborate and hierarchical system of education envolved taking the students from master of the Ethiopian syllabus (the nibabbet) to interpretation of the holy book (matsafbet) in the intervening stage of Zemabet (liturgy) and Qene (the composition and interpretation of poetry).<sup>2</sup>

The primary goal of Church education was to prepare monks, deacons, pries, Canfor and teacher who served the church. However, the church also produced civil servant, Judge, governors, scribes, treasure and administration who were employed (served) people. The church and mosques plays an important role in traditional introduction educational to this day soley (to the first dedade of early 20<sup>th</sup> Century). However, its monopoly was challenged in the early decay of the 20<sup>th</sup> century. A number of missionary schools were opened from Europe, North America and Swedish in different part of Ethiopia Swedish missionary schools ran its activity in Eriter, Tigray, showa and Wallaga had challenged traditional Church education.<sup>3</sup>

Many young Ethiopians have had to go through the initial stage of this education system (known conventionally as Yeqestimirt bete (clericale



education) before they are transferred to the English school).<sup>4</sup>

Over the century many renowned centers of higher learning emerged. The major center in Ethiopia (Aksum, Lalibela and Gondar) had attracted many of the more famous scholars. But other establishments of excellence had managed to evolve outside their political center. Dima, Dabrawarq and Washara all in Gojjam are good examples of this.<sup>5</sup>

In Ethiopia, there are schools whose reputation in particular fields of study draws students from every corner of the empire. Thus Zuramba in Bagamidir is noted for its *zamare* and *mewaset* music while *Serkula* in Waldeba and Debre Abbay in Tigre are noted for *kiddase* music. Betelehem in Bagamidir is the seat of learning for *diggwa*, and Abet in Bagemdir is famous for its calligraphy.<sup>6</sup>

Islamic schools also provided another source of indigenous educational systems in Ethiopia. The religion first grew along coastal towns like Jijiga, Harar and major trader routes linking the coast and the interiors. It was along those routes that some of the major centers of Islamic learning emerged. For most among them was the walled city of Harar in eastern Ethiopia. There were other important centers in central Ethiopia, notably in Wallo.<sup>7</sup>

Islamic education shared with its Christian counterpart the reliance on classical language far removed from the daily medium of communication generally used by students. In other words Arabic was to the Islamic system of education as Ge'ez was to that of Christianity. Again somewhat like the Christian system of education, the Islamic system had two levels, the *Techaji* (also known as the *Majilisquran* and the *Sheikehy*), where pupils were made to learn the Arabic alphabet and recite the Quran, the higher schools, where students were engaged in the study of Islamic law and commentaries on the Quran.<sup>8</sup>

Finally just like the Christian education system, Islamic education had strong interaction with centers of learning in the midlands. The famous university of

Alazhar in Cairo was the destination of many Ethiopia Muslims students especially from place like Harare and Wallo in north central Ethiopia.<sup>9</sup>

## **1.2 The Beginning of Modern Education in Ethiopia**

As many part in Africa, the introduction of modern education in Ethiopia coincided with the arrival of missionaries in the first half of the 19<sup>th</sup> Century. The missionaries who arrived in the arrival of missionaries in the 19<sup>th</sup> Century used the expansion of modern education as a means of achieving their religious goals. Thus, they set up schools and sent the more promising ones for studies in metropolitan institutions abroad to winning the new converts.<sup>10</sup>

The catholic (both lazarus and capuchin, and the Protestants (the Swedish evangelists) compete with each other in these endeavor. As a result of their competition a number of Ethiopian youth made their way to European and a occasionally India schools.<sup>11</sup>

Emperor Tewodros set up what was an embryonic technical school at gafat, near Dabratabor in Begemdir. But this was much connected with his obsession with the manufacture of firearms. Emperors Yohannis IV led too harried of life to contemplate more pacific pursuits. His successor, Menilik II, once he had confirmed at the battle of Adwa his international paramount and his international sovereign status could turn his attention to introducing some of the amenities of modern civilization.<sup>12</sup>

By the last decade of the 19<sup>th</sup> C century, Ethiopia was a ready connected to the world through a postal and telegraphic system. The first decade of the 20<sup>th</sup> century saw additional innovation like a Bank, a hospital and Menlik II School in 1908 and the opining in 1925 of the second most import state schools i.e Tefer Mekonnin, had something to do with widely felt need for an alternative to the Coptic dominated Menlik II school.<sup>14</sup>

The Catholic Church was the first institution that started modern education in Ethiopia along before the government did in 1908. The church had started

providing education almost 170 years ago. In 1844 the first school in Gulala (Adigrat and the second school in Alitena were opened in September 15, 1845 in Irob wereda (both) in Tigray regional state, were constructed by Lazarists missionaries under the leadership of Justine Jacobis, perfect apostolic of Abyssinia and the surrounding region. As subjects taught as a part of modern education other than basic literacy and numeracy include Geography French language Mathematics and science. It is this setting that western education began to make itself felt in the Ethiopia region.<sup>15</sup>

According to some historical account it was during the first phase of even realization activity (1881-1938) of the Catholic Church in the eastern part of Ethiopia that some few schools were started in 1882, an informal school was started by the community of Brothers of St. Gabriel in Harar at the premises of the current Abune Andreas school in 1896, another school was built in Laftaka Ramile, Garo Guta woreda of Hararghe region by Capuchin Friars. Initially, the purpose of this school was to train young people who would be engaged in serving the church. Later in 1901, the same school by the same community was developed into a formal school. Generally the Catholic started modern education 64 years prior to the establishment of the first modern school in Ethiopia (Menelik II School in 1908 in Addis Ababa).<sup>16</sup>

Western style schools in all provincial capitals for the instruction in the Ethiopian alphabet and the Amharic language were opened in the major cities of Addis Ababa, Harar, Gondar and Aksum.

When Menelik II school was opened in 1908, the staff was composed of mainly Egyptians of the orthodox Coptic Christian church. French was the medium of instruction, and it was to remain the lingua franca of Ethiopian intelligentsia until superseded by English.<sup>17</sup>

Francoise cultural prominence was further reinforced by the opening after 1912 of Alliance School in Diradawa and Addis Ababa. Teferi Mekonnen School, opened by Ras Teferi in 1925, was even more French oriented than Menelik

second school with French directors and with the students setting for French government certificate examinations. Ethiopia supervision was however, provided with by creation of the best of superintendant. At the central administration level the ministry of education had evolved as an independent ministry by 1930. Menilik initial arrangements had make if a more adjunct to the office of the archbishop.<sup>18</sup>

The 1930's saw the founding of school in the provinces as well as in Addis Ababa in 1935; there were a total number of 21 governments school with a total number of 4200 students. Between the fascist occupation years, i.e 1936-41, the education system was seriously hampered. However, in the decade after 1941, the education system was expanded up to a level of university. The task expanding modern education in Ethiopia to every direction was established past war phenomena. A ministry of education and fine arts was established immediately after the return of the emperor from exile in 1941. The crucial first step had been taken in the expansion of education in the late 1940's.<sup>19</sup>

### **1.3. The physical and Geographical setting of Adiyo District**

Adiyo district is found in southern nation nationality and people of regional state in Kafa zone. Kafa zone contain two woreda and one administrative town Bonga, at a distance 524 from Addis Ababa and 64 from Bonga zone of Kaffa; in Adiyo woreda has one administrative town (Kaka) and 28 kebel.<sup>20</sup>

#### **1.3.1 Population**

According to the population and housing censuses of 1999 E.C or 2007 GC. The total population of the Adiyo was 1007,731 of whom 52,2405 are male and 55,326 are female. The majority of the inhabitants were orthodox Christianity with 57% of population reporting they observed this belief. While 26% of the population said the Protestants and 10% and 5% favored by Muslim and Catholic respectively and also 2% were followed by the traditional region called "eqo".<sup>21</sup>

### **1.3.2 Economic Activities**

The town economy was primarily known by producing teff, maize, coffee, in which they supply to the central market. In addition to this Adiyo is well known in livestock production and 'chat' in a little more it is known in production of fruit and crops. In the town many nation nationalities people live together having different religion and respect each other keeping their diversity as their beauty because of this, the town has sustainable peace and security.<sup>22</sup>

### **1.3.3 Culture**

Kafa have their own cultural which enable them to express their feelings, *Gawebushemenes* is one of the most important for Kafichos among the other like, *phixashe*, mafete, Herawe and to be *Gawbushemane* is derive from two word of kafa language. *Gawemeans* beautiful while bushe mane means girl sister. It is commonly called as my beautiful sister. Therefore, now a day gawe bushe got national popularity and one of the cultural for song of the Ethiopia at large it gave cultural identify of Kafa.<sup>23</sup>

## END NOTES OF CHAPTER ONE

<sup>1</sup>Bahru Zewde 2002 pioneer of change in the Ethiopia (A/A, 2002), 20-21)

<sup>2</sup>Ibid

<sup>3</sup>Kinfe Abraham, 2001, Ethiopia the dynamic of economic reform (London stock Holm, new York and A.A p.328-330

<sup>4</sup>Ibid.

<sup>5</sup>Bahru p.21

<sup>6</sup>Ibid.

<sup>7</sup>Ibid.

<sup>8</sup>Ibid.

<sup>9</sup>Bahru p.24

<sup>10</sup>Ibid.

<sup>11</sup>Ibid.

<sup>12</sup>Bahru p.25

<sup>13</sup>Ibid.

<sup>14</sup>Maza Bekele “study of modern education in Ethiopia, its foundation, its future, with employs on primary education, (ph. Dissertation Colombia University teachers college, 1966, p.10)

<sup>15</sup>Ethipian Catholic Secretarial education unit catholic education year book, A.A, 2011) pp. 10-11

<sup>16</sup>Ibid.

<sup>17</sup>Bahru, p 138; Bahru, A History of modern Ethiopia, 1855-1974 second (oxford, Athens and A.A 2002) pp.108-109

<sup>18</sup>Ibid.

<sup>19</sup>Ibid.

<sup>20</sup>Data obtained from Adiyoo town municipal office

<sup>21</sup>Adiyoo Culture Tourism and state communicate center Archive  
(2000E.C)

<sup>22</sup>Informant:Ato Haile Mikaele Bushano

<sup>23</sup>Ibid.

## **CHAPTER TWO**

### **2. Historical Background and Development of Adiyo primal School and School Population**

#### **2.1 Historical foundation of the school**

Adiyo primary school was established in Adiyo kaka town in 1969. The school began its service in which constructed through Adiyo woreda leader and town dweller or participation of the local peoples. The Adiyo woreda leader collect many from woreda for supported the school by 25, 000 birr and different materials needed for the construction.<sup>1</sup>

The local community also ordered by the local chiefs to supply wood and many materials for construction of the school in the town. The local people and government have been working hand in hand for the construction of the school. The school was first at 1-4 grade then if give service for the grade 1-8 in 1977 it give full service for the primary school.<sup>2</sup>

The population increasment in the region due to Agricultural production and coming of government officials and peasant increased the need for a modern government school. This group of people; government officials, peasants and the town dwellers were aware of the importance of modern school.<sup>3</sup>

Before Adiyo primary school was established there is a private school in Kaka town or Adiyo town, which is a private property of Mr. Wolde Maryam established in 1965 the director of the school was Mr. Dori Beyene. The choosing of Adiyo as administrative center of the woreda and the rising costs of teaching sending to Bonga School such as Bisha Wolde Yohannis and Mera primary schools were additional factors for the establishment of Adiyo primary school.<sup>4</sup>



The local representative of people was assigned to present the demand for the construction of the Adiyio primary to the Awrajja education office and woreda education bareau. The question was finally confirmed to establish the school during that time, the district administrator and some individual has played a great race for the establishment of the school.<sup>5</sup>

The assigned committee had a hot discussion about where the school to be establish. Finally they realized to establish at the west of Adiyio Town, the place where the school was established as owned by a land owner of that time. But the government has bought 2 hector from the person his name is Lema kebede. The land where the school established was covered by covered production is teff before the government bought from Lema Kebede and the government built the class for the education service.<sup>6</sup>

The town dwellers and peasants around the school played great role during the establishment of Adiyio primary school both by supplying raw materials and providing labor service. The whole in habitants of the town particularly ordered to supply labor service for the construction. The building of the school was in 1968 and was completed years later in 1969.<sup>7</sup>

The Adiyio primary school expanding during Dege regime in which the government had taken over the private property of Keto wodito and it to the school property. In general the school compound was increased up 3.5 hector in the Derg regime. During the establishment of Adiyio primary school, the school, has 9 class rooms without bureaus and staffs.<sup>8</sup>

The number of students during its establishment was 105 among them 25 were female and 80 were males. The number of teachers during that time was 5 including the directors of the school who offer teaching learning process.<sup>9</sup>

The Adiyio primary school at that time was sent to Sherada School to take grade six ministry examination. Additionally they learned grade 7 and 8 at

Bonga ishaw w/Yohannes school until 1977 during which grade 7 and 8 was opened in Adiyo town. Starting from 1980 the ministry was taken from grade 8 not grade 6 as it was before.<sup>10</sup>

The interest and number of the student increased from time to time. The construction of the school continued. After construction and opening of Adiyo primary school, many problems were solved. The main purpose of the construction of the school to educate the students.<sup>11</sup>

The expansion of Adiyo primary school continued from time to time. For example 1969 at the beginning, 1976, four class added in 1983 six class added and in 1998 and 2002 six and four added respectively.<sup>12</sup>

## **2.2 Teaching Learning Process**

Initially all subjects were given in the Amharic language except English language. The reason why Amharic was used as the instruction language in the school was that the government of Ethiopia did not allow teaching in other language. Among the subject which were given in the school at the beginning were Amharic, Art, agriculture and English language. As I mentioned above all subject were given by Amharic except English until 1989 *kafinoonoo* replacing Amharic.<sup>13</sup>

The school was also familiarized with the Ethiopian national education policy as elsewhere of primary schools. The school has teaching subjects like Amharic, English, Mathematics, Geography, Chemistry, Biology, Physics and Physical education.<sup>14</sup>

Another development of 1990s was the growth of the students' population. The number of student had become so large that the existing class rooms could not accommodate those students. Because of these measures should be taken

to solve the problem. The agreement was reached between the school teacher and district education office to introduce the shift system in 1994.<sup>15</sup>

Before the introduction of Shift from 8:00 am to 12:30am was held for a year but within the introduction of shift system their range of time was modified 8:15am to 12:15am for morning class while 12:45am to 4:30pm after noon respectively. Each period had 40 minutes for each subject and the introduction of shift system to solve the shortage of class room and improved the teaching learning process.<sup>16</sup>

### **2.3. Family Participation on Education during the Establishment of the School**

The number of the students who attended the school at that time was very small because of the participation of the family on the children education. Firstly the demand for the child labor is the main factor affecting parental decision for sending children to school.<sup>17</sup>

The family gave different assignment for their children like responsibility of herding cattle and lock cattle until children return from school, secondly, enroll a few children and send other for paid work outside their kebele to avoid detection by the task force mobilization children. According to my informants the parents refuse to send any of their children to school arguing that they have to a right no to educate their children.<sup>18</sup>

In addition to that parents expressed their willingness to send children to school as long as schedules are not conflicting demands for child labor. Family prefers schools with a two shift system, so that not all children attend school at the same time. Half day school without shift system is considered inflexible. Flexibility during emergency periods such as early onset of rain is also important.<sup>19</sup>

## 2.4 The New Education Policy and Changes

In the history of Ethiopian modern education, in three education reforms were made at different time and different regimes. The first and the initial was during the reign of Emperor Haile Sellasie I. in October 1974, however, the 1974 population revolution interrupted the attempt of educational reform policy which is known as educational review. The second education reform took place under socialist ideology of education. The last education reform was made in the FDRE by the Ethiopian ministry of Education.<sup>20</sup>

## 2.5 The School Population

The population of the students and teachers varies from time to time there was continuous increase of the student in the school. In fact, with the growth of the students number, the number of section also increased nevertheless the increase of the student number had been seen as one positive achievement of education, but it was setting strong challenge to school because of the shortage of classrooms.<sup>21</sup>

The following tables show the students population in three successive years from 2007-2010.

Grade	2007 male	Female	Grade	Male	Female	Grade	Male	Female
1	180	168	1	190	186	1	201	197
2	143	139	2	150	148	2	223	194
3	143	130	3	160	127	3	214	208
4	172	153	4	178	166	4	209	203
5	220	99	5	131	129	5	161	248
6	206	191	6	214	202	6	212	211
7	194	188	7	206	204	7	217	206
8	180	176	8	203	198	8	214	201
	Total	2682		Total	2792		Total	3319

Source: Compiled from the school record office and the school students statics collection paper students roster

As the above successive year table indicates, that, the female student were less than that of male. This shows still the access of female less than of male. This shows still the access of female students for modern education is less than as compared to male.<sup>22</sup>

## END NOTES OF CHAPTER TWO

<sup>1</sup>Educational history of Adiyo Primary School

<sup>2</sup>Ibid

<sup>3</sup>Informant: Ato Mesifen Mamo and Ato Kasa Dabula

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

<sup>7</sup>Informant: Ato Kero Bushano

<sup>8</sup>Ibid.

<sup>9</sup>Ibid.

<sup>10</sup>Ibid.

<sup>11</sup>Informant: Ato Hailemikaele Keto

<sup>12</sup>Ibid.

<sup>13</sup>Informant: Ato Adimasu Gereno

<sup>14</sup>Ibid.

<sup>15</sup>Ibid.

<sup>16</sup>Adiyo Primary School Record Office

<sup>17</sup>Informant: Ato Anbesse Meshesha

<sup>18</sup>Informant: Ato Niguse Sebayo

<sup>19</sup>Ibid.

<sup>20</sup>Adiyo Primary School Record office

<sup>21</sup>The Record office and student

<sup>22</sup>Ibid.

## **CHAPTER THREE**

### **3. The Adiyo Primary school Curriculum, administrative staffs, the relation of the school with in community and the problem and income of the school**

#### **3.1 The School Curriculum**

Curriculum refers to the teaching and learning experiences provided by school. However, a school decisions of education all programs. Like any other school, Adiyo primary also follows the new educational policy of ministry of education since 1995.<sup>1</sup>

Since 1995 Adiyo Primary schools started to teach the following subjects, for grade 1-4 subject like Kafinoonoo, English, environmental science, mathematics, Music Arts. For grade 5-8 Amharic, Civic social studies, chemistry and physics, while environmental science changed in to biology. And also they did not learn music and art.<sup>2</sup>

#### **3.2 Administrative Staffs**

The school is the administrative unit where the core operation of the teaching and learning process took place. The school had various administrative units from its establishment to 2010. The directors of the school have been the pillars of the school administrative units were supportive to the school administrative such as teacher, parents committed and other. The administrative units expected that all must work in harmony to obtain the desired out comes from the teaching learning process of the school has been managed by a head teacher responsible to the school board, whose member were elected by the community and the school teachers.<sup>3</sup> However, the administrative work were regulated by different sub administrative units-such

as academic, parent teacher committee, the discipline committee and department of finance each committee regulates different task in the school.<sup>4</sup>

### **3.2.1 Academic Committee**

It is headed by the school director. They co-ordinate and check the weekly, monthly, annual lesson plans to see whether the portions of the curriculum have been covered within the specified period and times. The member of each department meets and discusses every two months or every month. They are responsible for organizing workshops, recruiting teachers, implementing peer coaching giving article for discussion, organizing teachers part folio experience sharing with other teachers (department) issuing and given orientation on the teachers hand book and units with employs (discussion personal plan).<sup>5</sup>

They also solve problem they encounter in the teaching and learning process. They set weekly, monthly, test, and record the result out of 50%. The members of each department committee are responsible for the preparation of final examination.<sup>6</sup>

### **3.2.2 Parents Teachers Committee**

It is another important committee that is responsible to deal the issues relating with the school problems and the students at any times. They discuss on the problem of the school like, the students conduct, the student teacher relation, half semester and early situation from students and issued related to the school disciplinary problem.<sup>7</sup>

### **3.2.3 The Discipline Committee**

It is another important administration part. The members of this committee include representative of teachers and school administrative. The responsibility of the discipline committee is to enforce rule and regulation of the student, punctuality of the students and etc. According to the rule and regulation of the school.<sup>8</sup>



### **3.2.4 Department of Finance**

It is another sub administrative of the school. The department of the finance is responsible in regulative the school income and monthly cleaner salary and etc. and the regulation the financial issue is regulated by the department of finance and also school administrators. From duties of the sub-divisions administrations and finance were increasing the income generating mechanism, making the student discipline on insuring the quality of education and rule and regulation in the school.<sup>9</sup>

### **3.3 The relation of the school with in community**

The relationship of the school with in community has the long history since its establishment. The establishment of the school was linked with community as pointed the earlier, the community active involvement existed for its existence for its existence. In the same manner schools has been the crucial contribution of the community. It is clear that the participations of community had the vital merit for development f the school.<sup>10</sup>

One of the major factors that influence the quality of education is the support rendered by the community. Therefore, the people engaged in the construction of the school and tried to solve the problem that the school faced different stage.<sup>11</sup>

Other significant relation of the community with the school during parents' day held twice a year usually at the beginning of second semester and the end of a year. During this day the local people activity participated in the parents' day celebration. This day is considered as special day for both the school and the local people in the school communities' people entertained indifferent plays and gained knowledge.<sup>12</sup>

It also provided the educational service for the community in the different issues. The educational service has been linked with disease, environmental

preservation and protection, family planning and mechanism how they do these activities.<sup>13</sup>

The above activities in the school were mainly the school student who chose to teach the local people. Most of the students engaged in the activities were club members. They created awareness of local people through drama and poem from the task creating awareness of HIV Aids was the main delegation issues. In addition to this involved the development of the community.<sup>14</sup>

The school had participated in the community to prevent or avoid the crime committed against the local people particularly female harassment, and early marriage. Besides to the above activities the school also has a relation with the neighbor's schools in various issues. Such as parents day, supporting completion of education with other primary schools.<sup>15</sup>

### **3.4 The Income Source of School**

The school has gained income from various sources from the beginning of its establishment to 2002. The school gained incomes by collecting the private owner of teff, maize, and coffee. After the collection of the teff, maize, coffee the school have gained half of those collection production. Another source of income is the students. The students who register in the school must pay the allocated money every year. The payment varied from time to time. In additional to this, the schools obtained from society by preparing the parents day twice a years and the income from the school lounge service.<sup>16</sup>

The school external income source comes from government budget. Since the school is the government institution it has own permanent budget which is giving by the government. This budget is not fluctuating from year to year rather it is regular income source of the school.<sup>17</sup>

All this internal and external income source of the school were supervised by the school director. To some up the internal and external source of the income source of the school.<sup>18</sup>

### **3.5. The problem of the school**

The school has encountered numerous problems from the beginning to the 2002. In the beginning the teacher was not access to the school, not only teachers' students is not full. In the same manner there is no quality of teaching and learning process because of the shortage or lack of the teaching material accessibility. The shortage of facilities is still challenges the school facilities such as class and library. The school has another problem, among them the toilet of the schools has been used by non student people who came to play foot ball in the field of Adiyu primary school. And also the school have not entertainment place for teachers and the compound of the school has only one entrance and exit.<sup>19</sup>

### **END NOTES OF CHAPTER THREE**

<sup>1</sup>Informant: Tadesse Tesema, Mulugeta Kebede

<sup>2</sup>Informant: Ato Kero Sharito, Anbesse Dojamo

<sup>3</sup>Informant: Ato Kifle Kochito

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

<sup>7</sup>Informant: Ato Ademe Atumo, Ato Dejene Daroto, Mamo Dono

<sup>8</sup>Ibid.

<sup>9</sup>Informant: Ato KassaDabula, Meshesha Mamo, Anbesse Daiamo

<sup>10</sup>Ibid.

<sup>11</sup>Ibid.

<sup>12</sup>Ibid.

<sup>13</sup>Ibid.

<sup>14</sup>Ibid.

<sup>15</sup>Ibid.

<sup>16</sup>Informant: Ato Kifle Kocitito, Dejene Daroto

<sup>17</sup>Ibid.

<sup>18</sup>Ibid.

<sup>19</sup>Informant: Ato Kero Sharito Mulugeta kebede.

## **CHAPTER FOUR**

### **4. The Extra Curricular Activities**

The formation of different clubs in Adiyio primary school traced back to the year 1993, when the school faced a serious shortage of class room and seats, the students and teachers organize dramas though the theater club to some the problem to rating funds. The main clubs of the school were agriculture, theater and drama, home economic, sport, civic and ethical education, knowing your country, HIV and gender club.<sup>1</sup>

The extracurricular activities are considered as part of the educational activities specially agreed to help the individual to improve his or her competence. The central purpose and the objective of extracurricular activities is to encourage students participation in social life.<sup>2</sup>

#### **4.1. The agricultural club**

This club was part of agricultural education program under the guidance of the agriculture teachers. The club prepared plots for gardening with in school compound. Bread to this to producing vegetables and fruits, the club also participated in planning different kinds of trees and flowers to beauty the school compound, students were given additional lessons to prepare their own gardens for growing flowers in their own homes.<sup>3</sup>

#### **4.2. The theater and drama club**

The club organized its members in to different activities such as preparing dramas and students music. They presented such shows a twice a year. Especially during the parent's day held at the beginning of the second semester and at the end of the year. In 2000, then club bought a taught a tape recorder to entertain students during their break.<sup>4</sup>

### **4.3. The Home Economic Club**

This club is most important club of the school most of the members were girls and sponsor of the club was the home economic teachers.

The members practiced what they had learnt in theory in class rooms. They were organized in groups and made tea for sale to the teachers and students. During their break time the income that they got helped the school greatly for construction of the new classes.<sup>5</sup>

### **4.4. Voluntary Club**

The club was founded in 1999 by teacher Tilahun W/mikael. The aim of the establishing of this club was supporting old poor people, as well as students who have no parents. This club provides some educational material like exercise book, pen and pencil to support the poor students. This club collecting money from its members and from some volunteer individuals.<sup>6</sup>

### **4.5. Civic and Ethical Education Club**

This club was founded by Teka Alemu in 1997, this club is originally organized by the civic and ethical education teachers of the school. The club got its aid from the district anti corruption and other nongovernmental organization. The support includes money, written material and training of members of the club regarding to civic matters.<sup>7</sup>

The activities of this club mainly depend on creating awareness to people of the town and students of the school about their rights, duties or responsibilities, tolerance, good ethical consideration and etc. the club also creates awareness, for students, teachers as well as people of the town against corruption and the bad effect it has on the town's development in particular and the regional and national in general.<sup>8</sup>

The club also played a crucial role to the surrounding communities by teaching family planning, the cause of rapid population growth, hard working habit

(industriousness) eradication of harmful traditional practice like female general mutilation and the importance of saving.<sup>9</sup>

#### **4.6. Know your country club**

It was founded by Paulo's Bassa in 1999. The primary aim of this club is encourage the students and communities of the town to participate touring activities of natural and cultural attraction of the town surrounding and other distance area. The club also created awareness to the communities and students of the school the countries both movable and immovable heritage, its historical, education and cultural values etc.<sup>10</sup>

The member visit areas of tourist attraction which have good as well as attractive environments and refresh exhausted mind. The members of the club, teachers as well as students and the woreda culture and tourism officers visit once a year place like a place of Abajjfar, Gonder and Mussem of Jimma town etc.<sup>11</sup>

The club also had the responsibility to report what they saw and understand from visiting to the school students. In addition to this by arranging a question and answering program it created awareness among of the students who were member of the club double to facilitate effective tasks performer.<sup>12</sup>

#### **4.7. HIV/AIDS Club**

It is obvious the our country Ethiopia, as one of the most affected countries by HIV/AIDS is currently giving more attention to the prevention HIV/AIDs in country. Therefore, the country employed different method to teach its citizens about the impact of this HIV/AIDS and ways to its transmission and way of its prevention. Among this methods using public media, radio, TV and etc by establishing the HIV/AIDS club in the school.<sup>13</sup>

HIV/AIDS club was founded by Tegay Mekonin in 2000. The teacher of the school at the time constituted 82 members. The member has meeting with in fifteen days. This club is the most important one and influence in Adiyo

Primary school regarding the prevention of HIV/AIDS by giving awareness about the impact of HIV/AIDS on the human life and economy.<sup>14</sup>

This club teaches students how to protect themselves from virus, how to treat themselves if they unfortunately become positive and how to treat and accept those people who are HIV/AIDS positives.<sup>15</sup>

#### **4.8 Gender Cub**

This is founded by Buzunesh Bekele in 2001. And for the encouragement of the female student in the school compound and help them in preparing tutorials for each subject. It has also 110 members. It also has aimed to promote the gender equality the school and in the surrounding with vigorous work.<sup>16</sup>

This club also has a role to increase the participation of female students in the school by using different mechanisms. The first one is by giving award to the female students who scored good mark relatively with comparing with other female students. The way is by encouraging male students to participate in poem other important message with their writing in front of the students.<sup>17</sup>



## **END NOTES OF CHAPTER FOUR**

<sup>1</sup>Informant: Mesfin Mamo, Kifele Kochito

<sup>2</sup>Ibid.

<sup>3</sup>Informant: Ademe Atumo, Degu Gebeyehu

<sup>4</sup>Ibid.

<sup>5</sup>Informant: Kero Alemu, Mulugeta Kebede

<sup>6</sup>Ibid.

<sup>7</sup>Ibid.

<sup>8</sup>Informants: Tadesse Tesema, Mamo Dono, Beyene Bekele

<sup>9</sup>Ibid.

<sup>10</sup>Ibid.

<sup>11</sup>Informant Niguse Ketama, Mesikerem Koyamo

<sup>12</sup>Ibid.

<sup>13</sup>Adiyo Health center unpolished material 2008.

<sup>14</sup>Ibid.

<sup>15</sup>Ibid.

<sup>16</sup>Informant: Ato Adale Abebe

<sup>17</sup>Ibid.

## **CONCLUSION**

The interest of modern education in Ethiopia goes back to the nineteenth century and later realized with establishment of Menlik II School in Addis Ababa in 1808. The first modern education school establishment opened the way for later expansion of modern schools in different region of the country. During different Ethiopia rulers a number of secondary school were established in the state.

Adiyo Primary School is one established during imperial region in 1969. The school comes across different historical in the country. The school was challenged by different obstacles from its establishment to 2010. The most of the school problems was shortage of Library and shortage of teachers. The school and community have participated in different time to solve the school problems.

On the other hand, the school was influenced by various education polices. The new education policy becomes the most influence of the existing educational curriculum in the school.

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### List of Informants

S.No	Name	Place of interview	Data of interview	Age	Remark
1	Adale abebe	Home	12/12/2007	40	He is worked in Adiyu Municipal office
2	Ademe Atumo	School	12/12/2007	33	He is former students of the school and more know about the school
3	Adimasu Gereno	Home	11/12/2007	53	He is one of the trader of the town and known more about the school
4	Anbesse Meshesha	School	10/12/2007	35	He is a former student since its establishment and committee of the school
5	Beyene Bekele	Home	12/12/2007	52	He is a former student of the school now, he is merchant of Adiyu town
6	Degu Gebeyehu	Home	21/12/2007	37	Former students of the school, he know well about the school
7	Dejene darato	Home	21/12/2007	50	He served as a teacher; and he also know about history of the school
8	Haile Mikaele Bushano	Home	23/12/2007	70	He was a chair man of the compound he was give full information about school
9	Kasa Dabulla	Home	29/12/2007	48	He is the teacher of orthodox religion, and know about the school
10	Kero Sharito	School	19/12/2007	62	He has been Kafinoon teacher of the school in 1995

11	Kifle Kochito	School	19/12/2007	64	He has been the biology teacher of the school since 1998
12	Mamo Dono	Home	29/12/2007	50	He served as a teacher of the school, he is working in the district history of the school
13	Mesifine Mamo	School	12/12/2007	49	He is the director of the school
14	Meshesha Mamo	Home	23/12/2007	52	He was the farmer he give full information about the origin of school
15	Meskerem Koyamo	School	21/12/2007	35	She has been the civic teacher of the school since 2000
16	Mulugeta Kebede	Home	27/12/2007	46	He have private school in the Adiyio town, and he knows more about the school
17	Niguse Sebayo	School	11/12/2007	42	He was a teacher of the school
18	Tadesse Tesema	Home	13/12/2007	57	He served as teacher, and he also know about history of the school