

JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
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MANAGEMENT



A HISTORY OF BENSSA ELEMENTARY SCHOOL
FROM 1974-2008 E.C

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JIMMA, ETHIOPIA

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PREFACE

This paper tries to present briefly historical development of Benssa elementary school. 1974 to 2008, Because the history of the school is unwritten.

This paper has mainly been written by oral information and unpublished source collected in the Ethiopian summary 2015. The paper is divided in to tree chapters. The first chapter deals the historical bake ground of education in Ethiopia and also the physical setting of the study area in general.

The second chapter deals with the historical foundation and expansion of the school. The third chapter described the clubs, incomes and problem of the school.

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CHAPTER ONE

1. Historical Background of Education In Ethiopia

The origin and development of Ethiopian education had recorded its own historical dynamism. Until the early 1900s, education was continued to a system of cultural and religious instruction organized and presented under of the indigenous typology orthodox church and Islamic learning center. Since education combines both the formal and informal types of knowledge an questions one or more of the element had been rampant across the Ethiopian propellant.¹

In this regard the three types of elements had its own long distinctive footing, legacy and value in historical period before the introduction of modern school.²

1.1 Indigenous Education

Ethiopia country had a long rich history of education traditions. Indigenous education was afforded by all ethnic and linguistic groups and remains an important of cultural, social, economic, identify from one generation to the next. Indigenous education is wide ranged it is a system in that children and the young are engaged in participatory ceremonies, rituals, limitations recitations and demonstration. It include wide rang to (domains) mains including intellectual training like the study of history, poetry, reasoning, riddles, proverbs, storytelling. Under the present context even of many school age children, and the majority of adults in the urban and rural areas of Ethiopia have accesses to formal education, indigenous typology still plays and continues to great important role in preparing the young generation for the future role.³

1.2 Church Education

Ethiopia early Christian heritage represents a second important element of education in the country, especially in the north western and central Ethiopia. The beginning of Christianity in Ethiopia during the time of king Ezana in the 4th C by frumetius, the introduction of Christianity in Ethiopia came about not as the result of completed evangelization activity from outside the country but because it was the desire of kings.⁴

As a result of expansion of Christian kingdom to the southern and central highland of Ethiopia Christianity was also further expanded and thereby helped the spread of church education. In this case, the work of evangelization Iyasusmoa (1255-1292) and Taklehaymanto (1255-1313) played significant role for the expansion of Church education to the central land of Ethiopia.⁵

During the time the students were supposed to attend four stages of education. The first stage Nebab bet (school of reading or house of reading) including Fidal (alphabet) instruction. Students reading of different religious text books and reading the psalm of David. The school instruction was given by priest or Layman with church education. The students thus, to learn Geez reading and writing in the house of reading.⁶

The second stage is Qdasebet-some of the pupils who complete the Nebab bet (reading schools) join a Qdasehet school. One of the school are the literary, at this stage, after being finally by their teachers they will be in titled to observe as adeacon (prest).⁷ In the third and fourth stage a student's of the nebab bet and Qedasebet, who would like to join the higher school, usually leaves their parents and joins the wondering students who travel from parish to parish and monastery to monastery the higher school consist of, qene, zama and Atsdhat bet. In the zama bet teachers of the zama site the middle of his pupils, who are practicing their daily assignment of the limns individually and in group, each group sing from a single text, or one of the group signs, and the rest observe

him. In the zama bet the more advanced students served as monitors, to instruct the beginners.⁸

The other higher school known as gene bet (poetry and syntax), There are gain forms or models that the students has to master in order to be able to compose the gain poems which are sung in the different sections the literary of the church or use to celebrate of poetry (genebet) first the students has to know the Geez vocabulary and grammar very well.⁹

In the higher school the last stage was mash of bet literature school. In this specialized brunches the students learn the tradition of the church theology, church history, and laws, through the interpretation of individual writings. In the mashaf bet the students were to learn each sentences of the commentary by heart, the students come to their teacher in a group of three of four, all study the same text one of the group reading a sentence or phrase. The teacher translates the sentences in Amharic and the comment on it. The students listen attentively and try to member the comment.¹⁰

The method of learning in church educatory was different form modern education the teaching process was provided in school located in or near a church compound, for instance in small out rooms and under a shadow of tree.¹¹

1.3 Islamic Education

As are have seen the above Aksum was the cradle of Ethiopian Christianity, what is less known is that Aksum had important place in the early history of the other important world religion.

Islam as will in the 615, the prophet Mohammed, the founder of the new relingion.¹²

A third major element of education in Ethiopia was the influence of Islam in Ethiopia Arab culture and faith was adapted in much of the southern and

south eastern Ethiopia. Non formal school system were established to learn the ethics and theology of Islam.¹³

Islam provided another source of an indigenous education system in Ethiopia, the religion first grew along coastal towns and inters it was beside those routes that same of the major center of Islamic learning emerged. The Muslim counterparty of Christian church school in the Quran School. Throughout Ethiopia where ever Muslim communities are found, Quran school are attached to the local mosque. The Sheikn, A personage distinguished in this school. The study of Nahu (Grammer) fish (Islamic) and afsij commentaries on the qurans the most elementary study of Arabic and some desultory reading of the Quran.¹⁴

The biggest challenges come from mission school which combined prosely towing and education a number of missionary school form Europe and north America some of whom played a more dynamic role then other, were active in this work Swedish missionaries stated and run schools mainly Eretria, Tigray etc. where the impact to the traditional church education was high and the work there in influence is quite visible to day.¹⁵

1.4 The Introduction of Modern Education in Ethiopia

The introduction of modern education in Ethiopia was not an accidental happening, Rather it was the outcome of the objective conditions in the country. The establishment of central state authority and permanent urban seat of power the arrival of foreign embassies, the development of modern economic sector and other condition were some of the objective condition that called for modern education in Ethiopia. Particularly around the end of the 19th C the practice of sending young Ethiopians abroad for higher education become more intensified in two directions.¹⁶

On the one hand, the foreign mission arise were convicted that young Ethiopia who were educated abroad and had imbibed western culture would effective

instrument for spreading their religious faith in Ethiopia. The young Ethiopian who sent a broad by the religious instruction expected to spread the faith up on their return to the country. On the other hand emperor Menelik had very strong desire to the advantages of modern education from those young Ethiopian who were sent abroad by the missionaries for the religious purpose and who had returned home. Menelik decided to send a considerable number of Ethiopia to various European countries; moreover, the beginning of modern education in Ethiopia occurred during the last year of Menelik II (1889-1913). Emperor Menelik II began formal education in the country with foundation of Menelik II primary school in Addis Ababa in 1908 which symbolized the beginning of modern education in Ethiopia.¹⁷

In 1909, an order is issued founding a department of education under the Egyptians head master at Meenelik II school, Hana Salab. In 1925 a school was opened for the sonny of the nobility named after the regent, Tafari Mekonnen the school was located on the place ground and was maintained at the expense of the royal treasury. Six years later school for girls, named after the emperors wife Manan was founded, other schools were also established by members of the nobility in various towns. In 1930 H.S.I the department of education was established by Menelik was developed to ministry level and graduated of Menelik School Blattin Gefta Sahlasalla was appointed in the minister.¹⁸

Other school which were established in the 1920 and 1930 was Dasse, Gore, Dire Dawa, Nakamta, Sidamo, and Jijiga Schools and Madanealm, Ambo and Jimma schools Gojam and Gonder schools in 1920, 1937, 1932 and 1933 respectively.¹⁹

The post war era saw the beginning of secondary school that is Hailusellasi I secondary school which opened in Addis Ababa, more over the liberation of Ethiopian in 1941, marked the beginning of spread of modern education in Ethiopia all together the establishment of Addis Ababa as permanent political

center of the country gave a chance for the expansion of modern education in Ethiopia.²⁰

1.5 Geographical Setting of Benssa

Benssa is a town in the southern Ethiopia its is located at town country capital city in Addis Ababa from 490 km the capital of SNNPR from 90km from Awassa the zone capital Yirgalem. The town is 50 km form Tikur wiha in the south, 49km form eastern Wondogent and the town located 37'51'North and 11'7' East longitude.²¹

The climate of the town is characterized by Waynadega, Dega and some extent kola zones. There is suitable for animal husbandry and crop production. In generally the common cultivated crops are inset, maize, beans, and peanut and animals include sheep's and Goats and Hen. Benssa means annual rain fall in above 500 ms/, the town like other towns in the region receivers its rain fall mostly from June to August while the hottest months of the year from May to July, the town is among the manly areal in Ethiopia which received small mean annual rainfall.²²

The total population of the town, according to the 2007 national census conducted by central statistics agency of Ethiopia is estimated as 81561 of who 40395 men and 41166 women, the main religious of the in habitants are orthodox Christianity and protestant and Islam, However, the dominant in habitants in the area are protestant who are estimated to be 95% while orthodox Christianity cover 4% and Islam 1% the people of the town and its surrounding live together with in shared value practice in such a way of peacefully co-extitnnes, the follower of the different religions celebrate different religious ceremonies and hold days together particularly during holidays. In the time of difficulties they help on another without religious discrimination.²³

1.6 Education in Benssa

Like many part of Ethiopia, education in Benssa is directly related with the foundation of traditional church education following the construction of st. Atrone Mariam church, st, kidanemihret, Bero mikael and st.Golemariam. Then different traditional church teachers come to the town and they taught the people and other surrounding rural area biluy kedan and Headis kedan and litragy. Among these prominent teachers like Belete Getahun member Amre Solomon and others served as a traditional Church teachers until the eve of establishment of Benssa elementary school in 1974.²⁴

1.7 The Establishment of Modern school in Benssa town

Modern school was introduced to the town in to the second mid of 20th C by the local people and Government support school was opened by the indigenous people in a place called Benssa. This was the earliest first formal school in Benssa and its surroundings which was established in the year of 1974 in Benssa and other school was opened by the government in supporter in 1982 in Mhal sayint-the school had a modern curriculum. The school in Benssa was located one kilometer far from what is now the center of the town.²⁵

In additions they offered medical services to the society-the school like that of Benssa had a modern curriculum, the subject of the schools include English Sedamiga Amharic, Science and Mathematics. These primary schools of Benssa and Mahelesayint. However rerolled small number of students. In generally the town of Benssa currently consists of 56 schools from grade 1st - 8th, 53 grade 9th -10th 2 school and 11th -12th 2 schools, the total number of students are 18,397 from those 9024 male and 9373 female.²⁶

END NOTES OF CHAPTER ONE

¹Bahru Zawde A short history of Ethiopia and the horn (Addis Ababa, University Press 1998) p.38.

²Ibid.

³Ibid.

⁴Sargaw Hablasillassie:- Ancient and Medieval Ethiopia (Addis Ababa, University press, 1972), p.97

⁵Taddasa Tarmrat:-Church and state in Ethiopia 1270-1527 (Oxford, 1972) p.58

⁶John Markish:- Ethiopia anatomy of polity (Addis Ababa). 2001:176

⁷Sargaw p.166

⁸Ibid.

⁹Silvia Pankhurst:- Ethiopian Cultural history (Addis Ababa) 2002, p. 20-40

¹⁰Ibid.

¹¹Bahru Zewde, Pioneer of change in Ethiopia (Addis Ababa) 1998, p.20

¹²Bahru A short p.37

¹³Ibid.

¹⁴John Markais, p.28

¹⁵Kinfa A, Ethiopia dynamics of Economic factor (London, 2001)p. 339

¹⁶Ibid.

¹⁷Ibid.

¹⁸Kinfa, p.132

¹⁹Bahru Pioneers, p.48

²⁰Yiragalem town Government communication office information center (April, 2004). P.3

²¹Yirgalem town municipal office town profile (June, 2001)p.7

²²Yiragalem town cultural and tourism center (may, 2006) p.1

²³Informants: director Ato Abebe Balcha

²⁴Ibid.

²⁵The History of Benssa town elementary school, written by the school, file No 2

²⁶Informant: Abera Tura

CHAPTER TWO

2. Historical Foundation and Expansion of the school

2.1 Foundation of the School

Benssa elementary school was established in 1974. It was established imperial Ethiopia government to expand the school southern Sidamo province in 1928 the beginning of modern school of Benssa town the school were expounded in difference province. In 1941 the ministry of education a pointed for the first time. Provisional education officers who were directly responsible for the educational administration in the provinces. It was also the aim of the ministry of education to establish school in the main town of the province.¹

Benssa elementary school developed a physical expansion in the construction of new class rooms and fulfilled the construction such as library, libratory, staff office, the school clubs office and other facilities. The growth and development activities of school have continued until the present. Since a number of students increase from time to time, classrooms, were built to the accommodate this increasing students number at the school.²

2.2 Expansion of the School 1974-1985

At its establishment of Benssa elementary school 1974 had four class rooms and fifty students. But as the number of students grew there came the shortage of class rooms arises to solve this problem one block haring four class rooms was built by the resident of the town and the government.³

According to informants, students population construction of class rooms was not stopped two years later grade four level was opened. In the following year the idea of developing the school by opining five and six were permitted. After completion of the school 1975 the school was able to accommodate students of grade five and grade six students registered these who completed their education distracts. In addition to this school employed tow teachers who came from various part of country and taught the newly enrolled students.

New subjects were also given of the school like sport, music, and social students and etc.⁴

2.3 Expansion of School from 1985-2007

In the year 1985 Benssa elementary school built 6 class rooms, tow teachers office rooms and one library. In the total number of students form grade five-six estimated about 470 of which 85 were girls. In the Year 1989 for the first time grade seven students were enrolled the total number of the students reached 146 of which 93 male and the rest were female students.

In 1990 grade eight students were registered. In addition the number of students increased from time to time and a long with the number of teachers which increased form 257040.⁵

Because of the shortage of class rooms and growth of students from 1998 to 2003 E.C the school had to accommodate from 70 to 80 students in one classrooms. As result of this problem the school introduced two shift system divided in to two time intervals. The shift systems were from 2:00-6:15 morning 6:15-10:45 pm afternoon this shift prgrammes continues until the present day. The firs shifting of programs form grade one to grade four students attend to the class and learn five subject such as, Amharic, Sidamagia, English, sport, Environmental science and mathematics. On the second shifting from grade five to grade eight students attained the class learn nine subjects and these subject differ according to grade.⁶

In the year 1990 grade eight students sat for the national examination. The total number of grade eight students who sat for the exam were 59 consisting 51 male and 8 females students. The students who sat for the exam were promoted to grade 9 except three students (two male and one female).

According to my informant, addition class rooms were built by the EPRDE government of Ethiopia which took political power in 1991. In 1994 four

blocks were built, one given as administrative beareau and two blocks left for the service of class rooms and the remained allocated to different club office.⁷

In the year 2004 E.C two books were added each haring eight class rooms these rooms were given to grade seven and grade eight students. While the remanded were allocated to book stores and department of civic and ethical education office and other facility needed for the school activity.⁸

According to the former school director Ato Worku Mekonnen the most important development of the school were agriculture products and the plants of the school compound specifically. According to the former school director Ato Worku Mekonnen the most important development of the school were agriculture products and the plants of the school compound specifically eucalyptus and grass is the main source of income for the school. In addition of vegetable, like potato, carrot, onion and others, the school additional produces different crafts, for the market all these products were sold at the end of the year on families holidays organized by the school committee and used for developing and expanding the school income.⁹

From 2000 up to 2007 the number of students in the school increased compared with the 1990, especially the number of female students. The number of female students was low in the year of 1994 to 1999, However, because of affirmative action of the school and additional tutorial class. The result particularly female students increase, this resulted in the increasment of female students in the school. In addition the education system of this school focused on it followed a student-centered system of teaching learning process. In the years of 2005 and 2006 the number of students is established to be about 1196 and 1106 of which 659 and 608 are female students respectively.¹⁰

2.4 Administration of the School

After the establishment of the school was administered by different directors, vice directors, unit leaders, supervisors and the parental committee in coordination. Among the early directors Ato Mulugeta Hassan in 1993-1998, Ato Belet Ketma in 1998, Ato Mengesha Zyede in 1999, Ato Worku Mekonnen 2000-2002, Ato Asnak Shekure 2002-2003, Ato Ayalew Member 2003-2004 and Ato Mekonnen abebe 2005- still new. Today Ato Mokonnen Abebe as a director, the first vice principal became Ato Yelelet Misge and the first unit leader becomes Ato Asamanew Gerile, each of them have their own responsibility. The responsibility of the director is to execute the budget of the school and also accounts the whole relationship of the community of the school.¹¹

The vice director being a deputy of the director office has same how similar responsibilities with the director, the worker replacing the director in this absence. The unit leader accounts the time management of the students the school and the teachers the parental committee also their own responsibility such as coordinating the works of the teachers with respect to their subject matters and searching and for instance books to strength the students and solve the problems.¹²

In general the responsibility of these administrators of the school in respect to curriculum include checking and making class visit, time tabling and control over assuagement and examination activities focusing in practice to the school and taking measures up on the teachers and students who do not respect the ruler of school. The school working hours stricture and it is duty of each everyone to establish smooth relationship with the students and the teacher, however, minor disciplinary problems with the school compound such as conflict between teachers and students as well as conflict between the guards of the school with the students were in the inevitable.¹³

In the years after 1998 the director of the school and other organs of the administration of the school worked hard to improve the discipline of the school. Because as a result of national examination above 40% of total number of students not pass the next grade. This in direct had an effect in the impartment of the quality of education in the school many of the teachers in the school have assigned to one class as home-room teachers. The home room teacher in each class has the responsibility of checking and recording attendance and the progress of students. Besides the home room teachers had the responsibility of advising the director and students parents when over some of midemaer was committed.¹⁴

2.5 The Structure of the School Organization

In the school structure it's have their own organization committee, such as academic committee, Educational committee, parents teacher Association (PTA) and announcement committee. The committee were to selected of group of reprehensive form students, teacher parent and also local community.¹⁵

According to my informant: Ato Tasew Ayele in the school teacher had some committee are established when the school was founded and the begging of civic and ethical education subject in the school. The school directors and representing of a committee, the work of committee and teaching learning process activity reported in the benssa educational office by monthly.¹⁶

2.5.1 Academic Committee

It is comprised of all department heads as numbers different from time to time according to duty to implemented the years by committee members, some work of the committee to evaluating the school of teaching learning process drafting the examination by the semester with the respective lesson plan of school and effective administration of the school.¹⁷

2.5.2 Parent Teachers Association (PTA)

The committee serves the main interaction or between community and school administration this committee has composed of member of representative, local community, kebele, administration school and town office. The PTA holds, the parent who is appointed by the community and teachers who is working in the school. The association also has an authority to punish students who violated the rules and regulatory of the school even other unnecessarily behavioral activity of the students made in the school compound.¹⁸

2.5.3 Teaching quality and Assurance committee

like other committee this committee was founded by the school director and town educational office authority the committee divided students in to three categories that means high, medium and low according to their skill, the committee drafting a class to class questions to develop to students skilled knowledge and computation. Finally the committee gives award to winners of the questions.¹⁹

2.5.4 Rules and Regulation of the school

Benssa elementary school has its own rules and regulations were administration after run by the school, director as the high and the staff member in the middle and unit the students' ladder and academic and parents committee. The relationship between the school rule and regulation both students, teachers and other committee had their own right and responsibility. According to my informant Ato Mekonnon Abebe the school director told to me the following rights and obligations, students of the school were to expected to keep the required disciplinary procedures. They also had to appear in the school compound early in the morning before wearing uniform. Singing the flag song before entering the classroom attending the class regularly doing their homework and class work and respected their teacher.²⁰

In the second the teacher have expected the working hour of the school. They were also expected to play inessential role in organization and leading activity, classroom management, follow teaching programmers activity give homework and correcting it, and participating encouraging of students in different clubs to participate actively in ruining the programs. In the school compound teacher must be punctual. Imperial respect for her/his students, excellence in his/her profession and accepting, subjections and willingness to accept new comers.²¹

END NOTES CHAPTER TWO

¹Informant: The school director Ato Mekonnen

²Ibid.

³Archive of the school in director office fill no, 09

⁴Ibid.

⁵Archive of the school which has list of school students and teachers in the year 1998 found in director office.

⁶Ibid.

⁷Informant: Ato Asamenew Gerile

⁸Written Matrial from the school director office file number 003

⁹Informant: Ato Worku Mekonnen

¹⁰Written material from the school file no, 004

¹¹Informant: Ato Mulugeta

¹²Informant: Ato Bayw Tegne

¹³Ibid.

¹⁴Letter written form the Alumi Association header in the town of benssa file no 002

¹⁵Informant: Ato Mekonnen and W/ro Yshe Tefra

¹⁶Informant: Ato Tasew Ayele

¹⁷Ibid.

¹⁸Ibid.

¹⁹Informant from Environmental and Mini media club

²⁰Ibid.

²¹Informant: Ato Amogue

CHAPTER THREE

3. Club, Incomes, And Problems of the School

Bensa elementary school tried to conduct extracurricular activity in order to create conidial relationship between the students and teachers of the school. The teaching learning process cannot be successful without participation of the students in the different work of factory in the school. It encourages students to develop their skills, knowledge confidence and organic communities of the school with students.¹

The school organizing various clubs have support the teaching learning process. Students and teachers joined thus clubs by other own interest these clubs were internally financed by the school with students and later the clubs become self-reliant.²

In the school there are a clearly known clubs such as the environmental club, language club, Anti-HIV/AIDS club, sport club, mini-media club, voluntary club, civic and ethical education club, know your country club and gender and children's right club.³

3.1 The Environmental Club

This club is founded in 2000 during the director ship of Ato Worku Mekonnen aim this club is keeping the sanitation of the school compound in particular and the surrounding areas in general. The club played a vital role for the production of agriculture products in the school by preparing attract of land for different vegetables. Members of the club clean the school compound by collecting wastes and burned it weekly on Fridays.⁴

The cubs was also engaged in planting trees in the school compound and areas affected by soil erosion specifically in the surrounding country side kebeles of the town. In the school compound about 55 different kinds of these planted in the summer of 2004 by the member of the club. Additionally the club create

awareness to its members and communities of the town and the surrounding areas in order to keep their natural environment.⁵

3.2 Language club

The school concern of this club is to make the students master different language. In addition other the club also used as a guidance to students and the community to develop a good knowledge on the linguistic values for the language moreover this club give more attention in developing English language used by celebrating Thursday is an English day and this program has its own significance in the students speaking ability in English. For instance during the time of meeting and ceremonies day members of the club show to the people culture by Music, read poem, and show drama. This helps the students and the communities to proud by this language, culture and keep it for the coming generation.⁶

3.3 Anti HIV/AIDS club

Anti-Aids club was founded in 1998 and the prime objective of the club was to keep the health and wellbeing of students, teachers as well as the school community and the surrounding area as a whole. This club gave voluntary counseling testing (VAT) for students by collaborating with the town clinic physicians and health care provider.⁷

The club also create awareness to develop the concept of health protection in health education through poem, drama, and pamphlets.⁸ In such occasion the physician teach about the expansion of HIV/AIDS and its affect, women health as well as family planning also gave awareness how to create health and good citizens in the town area whole. Instead of the help from the school. The club gets materials support from woreda health center, town health office and some money from non-governmental organizations (NGO). By using this chance some members of the club get certain training which enable them to give basic

assistance in the case of HIV and other related issues in the school compound.⁹

3.4 Sport Cub

This club was totally founded by the intention of the department of sport and physical education. The prime objective of their prepare students as well as teachers of the school health practice and to produce students who complete in the regional, national and international as well as the club tried to encourage the town community in such sporting activities like football, hand ball, basketball and etc. the club favorable condition for the students and teachers to practice of various sport activities like hand ball, football, basketball and volley ball.¹⁰

By the name of this club the school conducted different kinds of sport competition with class to class and other founded near to the school. The school has different medals by different sport activities particularly by football and volley ball. According to informants, the school in 2003 and 2005 win in women's volley ball and men football computation respectively.¹¹

3.5 Mini-Media Club

The clubs were established in 1998. The club is created in the school with the primary aim of developing the speaking abilities and confidence of the students and its crucial role is to express idea. The club gave timely enjoyable programs during the break time for the students and teachers. The mini media plays an indispensable role for the school communities by giving daily information regional, national and international information. The club knows become vehicle for other established club by giving chance in order to transfer their message to the students.¹²

The club has also played an important role on the issues related to HIV/AIDS, corruption, gender inequality and other by creating awareness about its consequent by preparing and presenting dram, poem, pamphlets and other written materials.¹³

3.6 Volunteers Club

This club is different from other's because of founded by school guard of Ato Bayew Tegne. The aim of establishing of this club was supporting old poor people, as well as students who have no parents (orphans). This clubs provides some educational materials like exercise books, pen pencil and etc. to support the poor students those club collecting money from its member and form other individual for this purpose.¹⁴

The club mobilizing very poor students at the school registered them and information to the town administration in order not to interrupt their education. The club made on initiation of collecting harvest in time specially, during unseasonal rain and repair elders house with the co-operation of the environmental club, finally the club was engaged in maintaining the schools compound as well as the desk table, chair and other, duties requiring labor.¹⁵

3.7 Civic and Ethical Education Club

The club established when its discipline given to the school after 2000. This club is originally organized by the civic and ethical education teachers of the school. The club got its aid from district anti-corruption and other non-governmental organizations. The supply of include money written material and training of members of the club regarding to civic maters.¹⁶

Teaching family planning the cause of rapid population growth hard working habit destroyed of harmful traditional practices like, FGM (Females Genital medallion) and the importance of saving.¹⁷

3.8. Know your Country Club

It was founded in 2003 by geography department of the school the primary aim of this club is encouraging the students and communities and other distance area.¹⁸

The club also created awareness to the communities and students of the school the countries both movable and immovable heritages its historical educational and cultural values etc. and understanding and announce them to others, and protect for the future generation the members visit areas of tourist attraction which have good as well as attractive environments and refresh exhausted mind.¹⁹

The members of the club teachers as well as students and the wordada culture and tourism officers visit once a year place like. Borena syint national park Alebachew Cheru Cav Yegzer dilidiy, the monastery of Miskabe kidusan and Abay river.²⁰

3.9 Gender and Children's Right Club

The last also Gender and Children's right club. It was established in 2005. The primary goal of this club is the related to gender and children's right awareness creation programme to avoid gender based discriminations between men and women the club worked hard to change community mind to word gender equality.²¹

The club tried to change the traditional belief which concerned females and children as inferior. The club played on significant role in the school compound for the reduction of Gender discrimination among students of the school attempts made by club to install in the attitude of a students and communities about the equality of male and female in every aspects of life. The club also concerned with to the right and obligation of the children in the school.²²

3.2.1 The School Income

In the school both internal and external source were the main income of the school to cover different expenditures. Since its public institution, the school gate budget from the government this is also known as external source were as a source in which the school mobilize in various means called internal incomes of the school.²³

The school gets its internal income from the sale of eucalyptus trees the rent of land sale of grass and money collected during the celebration parents day. The income from the sale of grass and money from eucalyptus trees it very important to the school income for example; In 2004 the school got 11,000 birr from the sales of eucalypts trees, 5000 from sale of grass and 2500 from crafts productivity. However, the school logged down almost half of the eucalyptus three that resulted illnesses of main students with caught due to its sanitation importance by using to avoid their waste these later changed to agricultural land for the purpose of the producing vegetables.²⁴

Land rent is other source of internal income source of the school large tract arable land that is used for the cultivation of different cereals like inseat, wheat, barley and pea, the owner of crops paid certain amount of money the school for its uses of the land.²⁵

While the sales of grass were the other alter nature source of income for the school. Benssa elementary school sold grass to the town community and the surrounding arias usually from September to November the amount of income varied from year to year in accordance to the demanded supply of the community for grass. To sale this grass the mini-media club is very important for the initiating of the community to buying the grass.²⁶

The school external income source comes from government budget, since the school is the government it has its own permanent budget which is given by

the government. This budget is not fluctuate from year to year rather it is regular income source of the school.²⁷

All this internal and external income source of the school were supervised by the school director, to same up the internal and external source of income to the school. It played important role for the development of the school and to facilitate the teaching learning process.²⁸

3.2.2 Problems of the School

In Benssa elementary school at the beginning had a good position in the teaching learning process, however, later it faced some problems like shortage of teachers not only the school also other area established school in the country. Lack of school facilities, financial, and lack of quality education and student increase from time to time is the other problem of the school.²⁹

For instance in Benssa elementary school there is lack of reference books in library of half the library, shortage of Laboratory. The other recent problem is the school was maintenance. The school faced by this problem due to the long service of the teaching learning materials. Floor wall, windows and doors of class room were broken. The school found its own enterprises to repair chairs, desks, tables and old doors and window. The school got its chair, desk and table form resident and town. The resident and town compound give to the school too tables in the year of 2001.³⁰

END NOTES CHAPTER TWO

¹Archive of the school from 1998 to 2004 file no 008

²Ibid.

³Ibid.

⁴Informant Ato Worku Mekonnen

⁵Ibid.

⁶Written Archival Material of language club in 2004 and special edition published in 2006

⁷Informant: W/ro Mesert Awek

⁸Ibid.

⁹Ibid.

¹⁰Mahal Sefer town sport club office informant Ato Derej Arikew

¹¹Ibid.

¹²Informant: Ato Yeshevas Gmeberu

¹³Ibid.

¹⁴Informants: Ato Bayew Tagne

¹⁵Ibid.

¹⁶Hisotyr of Benssa elementary school written by the school teacher in 1999

¹⁷Ibid.

¹⁸Archive of the school and Club office file no 5

¹⁹Ibid.

²⁰Mahal Sefer town government communication office information center April 2004

²¹Informant: Ato Tshay Bekele

²²Ibid.

²³School Archive files No 7

²⁴Ibid.

²⁵Ibid.

²⁶The history of a school written of the school teachers

²⁷Ibid.

²⁸Informant: School director Ato Mekonnen abebe, Ayale

²⁹Ibid.

³⁰Informant Ato Aragaw Desalew

CONCLUSION

Before introduction of Modern education in Ethiopia the way of acquiring educational knowledge were through the means of the traditional type of education. The traditional types of education in the country had been greatly dominated by the influence of the religious institution both Christian and Islamic teaching.

Modern education constituted a major fact of influence that the west has come to exert on the non-western world. Later on the opening of Menelik II elementary school in 1908 of witnessed the brining and the gradual expansion of modern education in benssa town by the government and residents in 1964.

The school currently produces many students and has different administration on committee, facilities, clubs sources of incomes problems tration on committee, facilities, clubs source of income problems that had been solved by the school communities and others.

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List of Informants

No	Name	Sex	Age	Place	Date	Remark
1	Amogne Tame (Ato)	M	21	Bero	Hamle 20, 2008	he is former students of the school now student in wadiya university
2	Aremasu Bekele (Ato)	M	55	His home	Yekatit 29, 2008	He is farmer in the area
3	Assamenw Geril (Ato)	M	39	Benssa	Nehase 2, 2008	He is a family of students
4	Ashenafe beka (Ato)	M	47	Yirgalem	Nehase 10, 2007	He is a teacher
5	Ayalew Member (Ato)	M	57	Bolloso	Megabit 5, 2008	He is v/director
6	Bayew Tegne (Ato)	M	60	Benssa	Yekatit 30, 2008	Gawd of school
7	Belay Melaku (Ato)	M	60	Home	Yekatit 23, 2008	Farmer
8	Mekonnen Abebe (Ato)	M	49	School	Nehase 9, 2007	Director
9	Mesert Awoke (W/ro)	F	35	Benssa	Megabit 2, 2008	She is a farmer
10	Moges Ymere (Ato)	M	56	School	Hamle 2, 2008	Farmer
11	Shumu Mulatu (Ato)	M	56	Bero	Nehase 9,2007	Students of the school
12	Worku Mekonnen (Ato)	M	56	Benssa	Megabit 2, 2008	Leader of Benssa elementary school
13	Yeshewas Jemberu (Ato)	M	34	Bero	Hamle 15, 2007	Former students of the school now teacher
14	Yeshi Tefri (W/ro)	F	33	Benssa	Nehase 10,2008	She was a librarian

