

CIVICS AND ETHICAL EDUCATION

**Student Textbook
Grade 11**

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**Federal Democratic Republic of Ethiopia
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Introduction

This book is written for students studying Civics and Ethical Education in Grade 11. It will guide you through the 11 values with readings, case studies, questions and illustrations to support the text. Each unit begins with an introduction and states the lessons and the outcomes. It also provides a list of the key words and concepts you will meet in the unit.

At the end of each unit, there is a summary of what you have read. There is also a glossary of some terms or words which you have been introduced to in the unit. Finally, there are unit review exercises to enable you to test your knowledge and understanding of the unit content.

Each unit is set out in the same way with the unit number and title at the top of each page.

The objectives are listed at the beginning of each lesson. A starter activity is in a blue box. This is to introduce you to the lesson. The lesson number is in the top right corner of each page.

UNIT 1 – BUILDING A DEMOCRATIC SYSTEM

LESSON 2

Human and Democratic Rights and the Ethiopian Constitution

By the end of this lesson, you should be able to:

- enumerate the human and democratic rights of citizens as stated in the Federal Constitution of Ethiopia.

List some of the human and democratic rights that are included in the Federal Constitution.

Within the democratic rights you will fully enjoy in the future. Citizens have many democratic rights to benefit from. Obviously at present, you partly enjoy these rights. As you grow up and start to fully participate in public life, you will make use of all your democratic rights.

In a democracy there are fundamental rights and freedoms that citizens enjoy. The Ethiopian Constitution lists these rights and freedoms in two categories. They are human rights and democratic rights. Human rights and democratic rights do not exist in separation; rather they form a whole. Every person has the right to life, liberty and security. These rights are part of human rights. These rights are neither given to you, nor should you be denied them.

Citizens in a democracy have many democratic rights to enjoy. These include the rights of thought, opinion and expression. These rights are the foundation of a democratic system. They are essential to create free, inspired and motivated citizens.

Freedom of association and movement form part of such rights. You have the right to join and contribute to any club in school. When you grow up, you have the right to join a political party. When you do so, you make your own choices and your choice has to be respected by others.

The rights of women and children and the right of access to justice are part of your democratic rights. The rights to vote and to be elected are

UNIT 1 – BUILDING A DEMOCRATIC SYSTEM

LESSON 2

Human and Democratic Rights and the Ethiopian Constitution

From each category, take three rights to discuss and describe how they might be used in school and in your community. Group leaders should present their ideas for more discussion.

Human Rights	Democratic Rights
1. Right to Life	1. The Right of Assembly, Demonstration and Petition
2. Right to Liberty	2. Freedom of Association
3. Right of Persons Arrested	3. Freedom of Movement
4. Right of Persons Accused	4. Rights of Nationality
5. Right to Honour and Reputation	5. Marital, Personal and Family Rights
6. Right to Equality	6. Rights of Women
7. Right to Privacy	7. Rights of Children
8. The Right of the Security of Person	8. Right of Access to Justice
9. The Rights of Persons Held in Custody and Convicted Prisoners	9. The Right to Vote and to be Elected
10. Prohibition against Inhuman Treatment	10. Rights of Nations, Nationalities, and Peoples
11. Non-retroactivity of Criminal Law	11. The Right to Property
12. Prohibition of Double-Jeopardy	12. Economic, Social and Cultural Rights
13. Freedom of Religion, Belief and Opinion	13. Rights of Labour
14. Crimes against Humanity	14. The Right to Development
	15. Environmental Rights

REMEMBER

- In a democracy, there are fundamental rights and freedoms that citizens enjoy.
- Human rights and democratic rights do not exist in separation; they form a whole.
- Every person has the right to life, liberty and security.
- Citizens under a democracy have rights of thought, opinion and expression.
- Active public participation is at the heart of a democratic system.
- At the federal level, representatives are elected by the people to be members of the parliament.

Unit 1

Building a Democratic System

Introduction

In this unit, you will study the basic principles of the FDRE Constitution. This will help you to understand more about your rights and duties. This unit is going to expand your knowledge of democracy so that you benefit from it. It will help you to develop the culture of democracy and to make your own contribution. You will learn how federalism works in Ethiopia and examine the role Ethiopia has in regional and international relations.

Lessons

1. Basic Principles of the Ethiopian Constitution
2. Human and Democratic Rights and the Ethiopian Constitution
3. Citizens' Obligations/Duties
4. Features of a Democratic System
5. Federalism
6. Ethiopia and International Relations

Key words and concepts

- Accountability
- Devolution of Power
- Features of Democratic system
- Peoples' Sovereignty
- Religion
- Secularism
- Supremacy of the Constitution
- Unitary in spirit

What you will learn

You will:

- recognize the value of the principle of the FDRE Constitution.
- realize features of democratic systems.
- appreciate the foreign policy of Ethiopia.

Voting in elections — One of the pillars of democracy



1

LESSON 1

Basic Principles of the Ethiopian Constitution

By the end of this lesson, you should be able to:

- describe the basic principles of the FDRE Constitution.

List 3 key things you already know about the FDRE Constitution. Share your ideas with your neighbour.

In this lesson, you are going to examine the basic principles of the FDRE Constitution. The knowledge you have obtained about democracy in Grades 9 and 10 will help you to understand how the Constitution has been formed.

The Ethiopian Constitution has the following basic principles:

- The sovereignty of the people;
- The supremacy of the Constitution;
- The respect of human and democratic rights;

- The separation of state and religion;
- Conduct and accountability of the government.

The Ethiopian Constitution is an expression of peoples' sovereignty. The sources of power in the country are the Nations, Nationalities and Peoples of Ethiopia. This means that elected officials are given their power by the citizens of the country.

Article 8, sub-articles 1, 2 and 3 of the Constitution express the sovereignty of the people as follows:

1. *All sovereign power resides in the Nations, Nationalities and Peoples of Ethiopia.*
2. *This Constitution is an expression of their sovereignty.*
3. *Their sovereignty shall be expressed through their representatives elected in accordance with this Constitution and through their direct democratic participation.*



Waiting to vote in Ethiopian election

Basic Principles of the Ethiopian Constitution

Another principle is the supremacy of the Constitution. Accordingly, all other laws have to conform to the Constitution.

Article 9, sub-articles 1 and 2 express what the supremacy of the Constitution means:

1. *The Constitution is the supreme law of the land.*

Any law, customary practice or a decision of an organ of state or a public official which contravenes this Constitution shall be of no effect.

2. *All citizens, organs of state, political organizations, other associations as well as their officials have the duty to ensure observance of the Constitution and to obey it.*

Copy this table. In groups discuss and fill in the copy with what you understand by the sovereignty of the people and the supremacy of the Constitution. Group leaders should present their ideas to the class for more discussion.

	Sovereignty of the People	Supremacy of the Constitution
1	Power emanates from the people	The Constitution is above all other laws
2		
3		
4		
5		
6		

Respecting the Constitution is the foundation for the prevalence of the rule of law in the country. When the Constitution is respected and the rule of law prevails, then the human and democratic rights of citizens are respected.

Respect to human and democratic rights is one of the principles of the Constitution. So, citizens have the right to exercise their human and democratic rights. These rights are expressed in the Constitution. Article 10, states the following:

1. *Human rights and freedoms, emanating from the nature of mankind, are inviolable and inalienable.*
2. *Human and democratic rights of citizens and peoples shall be respected.*

Another fundamental principle of the Ethiopian Constitution is the separation of state and religion.

Separation of state and religion is essential for a democratic state. This makes Ethiopia a secular state. A secular state is one that separates state and religion as two independent institutions with different objectives. Article 27, sub-article 5 of the Constitution declares the Ethiopian state as a secular state.

However, in the past, Ethiopia was not a secular state because the state and the church worked together. We now live in a secular state. The separation is necessary because state and religion have different missions, objectives and values to promote, and thus cannot function as one. The act of the separation of the state and religion created the condition for religions to be equal. Equality of religions is part of the human and democratic rights of citizens.

Basic Principles of the Ethiopian Constitution

Finally, the Constitution underlines the conduct and accountability of government. This makes public officials and elected representatives accountable for any failures in their duties. As a citizen you have the right to be informed and the right to criticize the wrong doings of officials in your kebele. The Constitution, under Article 12, states the conduct and accountability of government:

1. *The conduct of affairs of government shall be transparent.*
2. *Any public official or an elected representative is accountable for any failure in official duties.*
3. *In case of loss of confidence, the people may recall an elected representative. The particulars of recall shall be determined by law.*

Copy this table. Form groups to discuss and fill in what you understand in the table. Group leaders should present their ideas to the class for discussion.

	Respect for human and democratic rights	Separation of state and religion	Accountability of the government
1	Inalienable rights	No state religion	Answerable to actions
2			
3			
4			
5			
6			

?

REMEMBER

- The Ethiopian Constitution is an expression of peoples' sovereignty.
- All sovereign power resides in the Nations, Nationalities and Peoples of Ethiopia.
- The Constitution is the supreme law of the country.
- The act of separation of state and religion creates a condition for all religions to be equal.
- Human and democratic rights are respected through the Constitution.
- The government and its officials are accountable to the people.

2

LESSON

Human and Democratic Rights and the Ethiopian Constitution

By the end of this lesson, you should be able to:

- enumerate the human and democratic rights of citizens as stated in the Federal Constitution of Ethiopia.

List some of the human and democratic rights that are included in the Federal Constitution.

In a democracy there are fundamental rights and freedoms that citizens enjoy. The Ethiopian Constitution lists these rights and freedoms in two categories. They are human rights and democratic rights. Human rights and democratic rights do not exist in separation; rather they form a whole. Every person has the right to life, liberty and security. These rights are part of human rights. These rights are neither given to you, nor should you be denied them.

Citizens in a democracy have many democratic rights to enjoy. These include the rights of thought, opinion and expression. These rights are the foundation of a democratic system. They are essential to create free, inspired and motivated citizens.

Freedom of association and movement form part of such rights. You have the right to join and contribute to any club in school. When you grow up, you have the right to join a political party. When you do so, you make your own choices and your choice has to be respected by others.

The rights of women and children and the right of access to justice are part of your democratic rights. The rights to vote and to be elected are

within the democratic rights you will fully enjoy in the future. Citizens have many democratic rights to benefit from. Obviously at present, you partly enjoy these rights. As you grow up and start to fully participate in public life, you will make use of all your democratic rights.

Active public participation is the key to a democratic system. Without public participation there cannot be democracy. It occurs when citizens participate during elections, and debate on public issues and policies to influence government decisions. Public participation could take place at a local level, such as kebele. In the kebele your parents elect local officials through direct democracy. In regional elections, citizens participate to elect members of the State Council through indirect democracy. At the federal level, representatives are elected by the people to be members of the parliament. The elected officials formulate and enact laws on behalf of the people who elected them. This is what representative or indirect democracy means. These are the different ways in which participatory democracy operates.

? In groups discuss why we have human and democratic rights. Group leaders should present their ideas to the class for further discussion.

The Ethiopian Constitution has details of human and democratic rights that citizens enjoy. Some of these rights are presented in the following table given for your inspection.

Human and Democratic Rights and the Ethiopian Constitution

From each category, take three rights to discuss and describe how they might be used in school and in your community. Group leaders should present their ideas for more discussion.

Human Rights	Democratic Rights
<ol style="list-style-type: none"> 1. Right to Life 2. Right to Liberty 3. Right of Persons Arrested 4. Right of Persons Accused 5. Right to Honour and Reputation 6. Right to Equality 7. Right to Privacy 8. The Right of the Security of Person 9. The Rights of Persons Held in Custody and Convicted Prisoners 10. Prohibition against Inhuman Treatment 11. Non-retroactivity of Criminal Law 12. Prohibition of Double-Jeopardy 13. Freedom of Religion, Belief and Opinion 14. Crimes against Humanity 	<ol style="list-style-type: none"> 1. The Right of Assembly, Demonstration and Petition 2. Freedom of Association 3. Freedom of Movement 4. Rights of Nationality 5. Marital, Personal and Family Rights 6. Rights of Women 7. Rights of Children 8. Right of Access to Justice 9. The Right to Vote and to be Elected 10. Rights of Nations, Nationalities, and Peoples 11. The Right to Property 12. Economic, Social and Cultural Rights 13. Rights of Labour 14. The Right to Development 15. Environmental Rights



REMEMBER

- In a democracy, there are fundamental rights and freedoms that citizens enjoy.
- Human rights and democratic rights do not exist in separation, they form a whole.
- Every person has the right to life, liberty and security.
- Citizens under a democracy have rights of thought, opinion and expression.
- Active public participation is at the heart of a democratic system.
- At the federal level, representatives are elected by the people to be members of the parliament.

3

LESSON

Citizens' Obligations/Duties

By the end of this lesson, you should be able to:

- describe what follows when one fails to properly carry out obligations.
- execute your obligations in a proper manner.

What are some of the obligations you have to school and society?

Your obligations arise from the rights you enjoy. You are given rights, but with these come duties. The Ethiopian Constitution entitles you to use your rights. The Constitution details the list of rights you enjoy. It also states your obligations as a citizen. As you have rights to enjoy, you have obligations to fulfill. Your obligations include respecting the rights of fellow Ethiopians, and defending your country in times of war and invasion. Failure to respect constitutional obligations is punishable by law.

There are many obligations that citizens have; they include the following:

- respect for religious equality;
- respect for gender equality;
- respect for the rights of others;
- respect for the national flag.

In a democracy your obligations and rights are kept in balance. For example, you have the right to freedom of thought, opinion and expression. Using these rights you can stage demonstrations. To participate and organize demonstrations is part of your democratic rights. However, the use of this right

requires an obligation to fulfill. You are obliged to apply for permission from the government office.

You do what is required in respect to the Constitution and laws of the country. When citizens act in this way, democracy holds and democratic culture flourishes in society.

If you fail to perform your constitutional obligations, then you create a situation where you will not be able to use your constitutional rights. This would have a negative impact on the development of democracy in society. The law punishes you if you do not fulfill your constitutional obligations, such as obeying the law. This again brings about an adverse effect on your life. It is in your interest to execute your obligations so that you enjoy your constitutional rights.

Form groups to discuss and list some of the constitutional obligations you have. Also **?** discuss why you have them and why you should execute them properly. Group leaders should present their ideas to the class for further discussion.



Respect for the national flag is one of our obligations

Citizens' Obligations/Duties

CASE STUDY

Staging a Demonstration

Students from a sub-city in Addis Ababa staged a demonstration. They organized the demonstration in collaboration with their schools' administrators. Three days before, the organizers of the demonstration submitted an application to the body in charge and obtained permission to hold the demonstration.

On the day, the demonstrators carried slogans that read 'Stop Female Genital Mutilation', 'Stop Early Marriage', 'Stop HIV/AIDS', 'Stop Rape' and 'Stop Domestic Violence on Women'. On their way to the demonstration venue, they were shouting loudly to attract lots of attention. When the demonstrators arrived at Meskel Square, more people joined them and it became a big demonstration. Members of the organizing committee made speeches. After the speeches, the committee head submitted the demands of the demonstrators to an official who was present there as a representative of the government. The official promised them that the government would give due attention to their demands.



Demonstrations being staged

Form groups and discuss the following:

1. Why did the students need permission to hold the demonstration?
2. Was the demonstration legal? Why?
3. Why might you stage a demonstration and how would you do it?

REMEMBER

- Your constitutional obligations include respecting the rights of fellow Ethiopians.
- As you have rights to enjoy, so you have constitutional obligations to fulfill.
- In a democracy, your obligations and rights are kept in balance.
- Rights are given, but they come with duties.
- A failure to respect constitutional obligations is punishable by law.
- You should fulfill your obligations in respect to the Constitution and laws of the country.

LESSON

4

Features of a Democratic System

By the end of this lesson, you should be able to:

- describe what is meant by transparency and accountability.
- explain the importance of tolerance of diversity for peace.
- be tolerant of differences within the limits of your capacity.

State some of the features of a democratic system.

The features of a democratic system are based on many fundamental principles. In this lesson, you will focus on transparency and accountability, two features of a democratic system.

In a democracy, political power resides in the people. Because the people are the source of power, elected officials are accountable to those who have elected them; and the people have access to inspect what they do. Transparency prevails when the people and the media have free access to know what officials do and why. In a democracy, the people and the media have the right to information on how government officials exercise their power and perform their duties.

Transparency and accountability aim to prevent an abuse of power by government. In a democracy, officials have an obligation to be transparent and accountable for what they do. Limiting transparency may be necessary during national emergencies like wars and invasions.

Article 12 of the Constitution requires the government to conduct its affairs in a transparent way. The Constitution states that public officials and elected representatives are accountable for any failure in official duties. A transparent and accountable government contributes to the development of democracy. These features are part of the requirements for a democratic system. It is the right of citizens to see their government operating in a transparent and accountable manner. On the other hand, it is the obligation of those in government to be transparent and accountable to the people on whose behalf they govern. Through transparency and accountability, abuse of power and corruption can be checked and development can be achieved.

Another feature of a democratic system is the promotion of political tolerance. This can be realized when individuals are able to express their different viewpoints freely. Tolerance helps unify differences among ethnic, religious, linguistic and political groups.



The work of government officials must be transparent

Features of a Democratic System

People who are able to handle diversity help to create national unity. When citizens learn how to be tolerant, it will help us live together in peace and dignity. You should learn to be tolerant at home, in school and in the community. You must respect others' viewpoints, listen to them and share ideas in a polite way. You must realize that, in school and in the community, you live with people who come from different backgrounds.

It is your obligation to respect their values and norms in order to live in harmony with them. You

should appreciate that the independence of the country has been preserved through the contribution of its many varied people; you should realize the need to respect the rights and equality of the nations, nationalities and peoples of Ethiopia. This is essential for democracy to take hold in society.

Why is it important for the government to be transparent and accountable?

How might you show tolerance to people around you? Give examples to show your point.

CASE STUDY

Transparent officials

There are transparent officials whose offices are open to the public. They accept complaints and help people with solutions. These officials are well informed as to how their employees do their job. They conduct surprise visits to offices to check how work is being

done. They have succeeded in creating a culture that supports transparency and accountability. Individuals who have cases in such offices are treated with respect and are pleased with the prompt service they get. One such place is the Immigration and Visa Office.

Form groups to find out and evaluate how transparent your school is?

- ?**
1. What information do you want to know about your school?
 2. Where can you get this information?
 3. What can you conclude from this?

Transparency is an essential ingredient for good governance, which strengthens the democratic system and increases the confidence of people in their country. Good governance also promotes the political, social and economic development of the country.

REMEMBER

- In a democracy, power resides in the people.
- Abuse of power in government can be checked through transparency and accountability.
- Government officials have an obligation to be transparent and accountable for what they do.
- Another feature of a democratic system is to promote political tolerance among groups holding different viewpoints.
- People who are able to handle diversity help create a strong national unity.

5

LESSON

Federalism

By the end of this lesson, you should be able to:

- distinguish between the authority of the federal and the regional governments of Ethiopia.

Identify the distinguishing features and differences between the federal and the regional governments in Ethiopia.

Federalism is a system of government where power is divided between federal and regional governments. Devolution, the principle of federalism, means to transfer power to the regions that constitute the federation. The devolution of power makes neither the federal nor the regional governments supreme. Instead, power is coordinated between the center and the regions. This arrangement could be one of the mechanisms to help to avoid a monopoly of power.

As a system, federalism in Ethiopia required many years of struggle against the autocratic and dictatorial rulers. In this struggle many patriotic citizens, particularly the youth, paid dearly and sacrificed their lives. Particularly in the 17 year war against the military government, many lost their lives for the cause of democracy and federalism. Following the fall of the Derg, Ethiopia became a federal democratic republic.

Under the Federal Democratic Republic of Ethiopia (FDRE), power is divided between the federal and the nine regional states. The Federal Constitution outlines the fundamental principles in which

the regional states function. Regional governments have their own respective constitutions that address the specific conditions for each state. The federal and the regional constitutions define the relationship and the power division existing between the federal and the regional governments. The power of the federal and the regional governments is clearly stated in the Federal Constitution. Some powers exclusively reside in the federal government, and some other powers reside in the regional states. There are areas in which both the governments exercise concurrent power. For example, the collection of revenue and tax is the area where the two governments exercise power at the same time.

The Federal Government has the power to conduct foreign policy matters, national defense and security. The regional governments are in charge of local administration. Their jurisdiction includes managing education, health and the police force within their respective territories.

Federalism is an incentive to empower citizens at all levels to exercise power within their own area. It builds confidence among people when they are able to manage their own affairs. It also helps to create a sense of responsibility among citizens to respect each others rights, in order to live in peace and dignity.

In other words, federalism paves the way for a unity that arises from diversity. Unity in a multicultural setting can be nurtured when you are able to appreciate diversity in a positive way.

Federalism

1. What are the advantages of federalism for Ethiopia?
2. On the basis of the Constitution, identify the powers that the federal and the regional states possess.

To accommodate the diversity that is prevalent in Ethiopia, the Federal Constitution has set in place a bicameral parliament *i.e.*, the House of Peoples' Representatives (HPR) and the House of Federation (HF). The HPR is a law-making body whose members are elected by universal suffrage. The HF is the organ that nations, nationalities and peoples of Ethiopia are represented by virtue of their identities.

The appreciation of diversity is related to the value of tolerance. It helps us to accept others; to be able to work and live with them. When you are able to manage diversity in a productive way, peace and development can be achieved. In this way Ethiopia, while retaining its federal structure, can remain unitary in spirit.

The Federal Constitution states the composition of the members of the HF as follows:

The House of the Federation Article 61

1. *The House of the Federation is composed of representatives of Nations, Nationalities and Peoples.*
2. *Each Nation, Nationality and People shall be represented in the House of the Federation by at least one member. Each Nation or Nationality shall be represented by one additional representative for each one million of its population.*
3. *Members of the House of Federation shall be elected by the State Councils. The State Councils may themselves elect representatives to the House of the Federation, or they may hold elections to have the representatives elected by the people directly.*



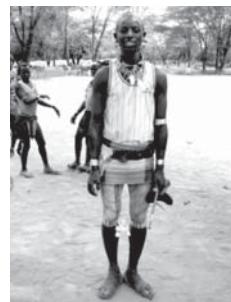
The House of Federation

Discuss the following:

1. *What is the advantage of having over 80 different ethnic groups represented in the House of Federation?*
2. *The Hamer, Bana and Kwego are groups of people living in South Western Ethiopia having a population of between 10-20 thousand, 2-5 thousand and 5-10 thousand people respectively. How many representatives can each of them have in the House of Federation?*



Hamer woman and child



Bana youth

Federalism

CASE STUDY

Flood victims of the Omo Basin

People living in the lower Omo Basin were victims of floods some years back. Due to heavy rain on the highland surrounding it, the Omo River burst its banks and flooded villages and farmland. Many cattle died and thousands were made homeless.

Confronting such a challenge was beyond the capacity of the regional state. The federal government stepped in to help the victims. Ethiopians from

different backgrounds responded promptly to help those affected by the flood. Individuals, organizations and religious establishments extended their help to the victims. In this national effort, the regional governments also mobilized and channeled resources to help the victims. This instance shows the coordinated effort between the federal and regional government to solve problems. It also shows a spirit of unity and care for humans in Ethiopia.

? Form groups to discuss the significance of federal and regional governments' cooperation in times of natural disaster. Can you think of other examples when this has happened? Group leaders should present their ideas to the class for further discussions.

REMEMBER

- Federalism is a system of government where power is divided between federal and regional governments.
- The principle of federalism is to devolve power to regions that constitute the federation.
- The devolution of power makes neither the central nor the regional governments supreme.
- Following the downfall of the Derg, Ethiopia became a federal democratic republic.
- Federalism creates a sense of responsibility among its citizens to respect each others rights in order to live in peace and dignity.
- Retaining its federal structure, Ethiopia remains unitary in spirit.

LESSON

6

Ethiopia and International Relations

By the end of this lesson, you should be able to:

- explain the active role Ethiopia played in the formation of global organizations.

Give examples of the work of the United Nations (UN) and African Union (AU) in Ethiopia.

Ethiopia is the only country in Africa that was never colonized. It fought many wars to maintain its independence and had interaction with the outside world for a long time. The victory of Adwa was coupled with the formation of a strong central government in the country. After the Battle of Adwa, Ethiopia entered into formal modern international relations. Following this victory, Ethiopia and Italy signed a treaty to formally end the Italian colonial claim over Ethiopia. As a result, Italy became the first European country to recognize Ethiopia as an independent and sovereign state. Consequently, other European countries followed suit in recognizing Ethiopia's independence. Diplomatic legations were established in Addis Ababa.

Ethiopia joined the League of Nations in 1923, three years after its establishment. However, the League of Nations failed Ethiopia when it was unable to stop the Italian invasion of the country in 1935. Following the five-year guerrilla war, after defeating Italy, Ethiopia once again asserted its independence.

When the Second World War ended in 1945, the

need to establish a new international organization to maintain world peace and security became a necessity. The UN was born out of the debris of the Second World War and Ethiopia became one of its founding members.

Ethiopia contributed quite a lot to the cause of the UN — far more than any other African country could do then. Ethiopia contributed peacekeeping forces to UN missions in Korea and the Congo, in the early years of the existence of the organization. An Ethiopian General led the peacekeeping mission in the Congo, a privilege which was rare as they usually came from countries in the developed world.

The good image that the country established with the UN peacekeeping missions enabled it to play more roles for world peace. In recent years, Ethiopian peacekeeping forces under the UN have served in Rwanda, Burundi, Liberia and Darfur, to maintain peace and help the local people.

In 1963, after the decolonization of Africa, independent countries established their continental organization. Ethiopia pioneered the establishment of the Organization of African Unity (OAU), now the African Union (AU), and Addis Ababa became its headquarters.

Ethiopia played commendable role to end the last vestiges of colonialism in Angola, Zimbabwe, Mozambique, Guinea Bissau and Namibia. It also played a part in bringing an end to the racist apartheid rule in South Africa.

Ethiopia is also one of the pioneers in creating

Ethiopia and International Relations

the Non-Aligned Movement. The objective of the movement was to be non-partisan in the Cold War politics of East and West.

Moreover, Ethiopia contributed to the formation of sub-regional organizations such as COMESA (Common Market for Eastern and Southern Africa) and IGAD (Intergovernmental Authority for Development). The purpose of these regional organizations is to promote peace through economic integration in East and Central Africa. These organizations have played roles to try to bring peace to South Sudan.

Ethiopia has a long established tradition in foreign relations. At present, Addis Ababa is one of the diplomatic hubs of the world. It is home to the UN Economic Commission for Africa (ECA) and over one hundred diplomatic missions of governments. Ethiopia will continue to attract the attention of the world community of nations and peoples, to play a more constructive role in world politics in the years ahead.



ECA Hall — Addis Ababa



African Union buildings — Addis Ababa

? In groups, discuss, examine and evaluate Ethiopia's roles in international relations. Group leaders should present their ideas to the class for further discussions.

CASE STUDY

Ethiopia and the League of Nations

The League of Nations was an international organization established for world peace by sovereign states in 1920. Its founding members were Europeans led by the victors of the First World War. Ethiopia

joined the League of Nations in September 1923 and became one of the League's African members. Ethiopia joined the League even though it faced opposition. Ethiopia's membership in the League continued until

Ethiopia and International Relations

it was invaded by Italy. Emperor Haile Selassie went to Geneva to appeal to governments to help his country but the League failed to respond to protect

its member state. Subsequently, its inability to deliver justice and stop this invasion showed its weaknesses and contributed to its collapse in 1939.



Emperor Haile Selassie at the League of Nations Conference in Geneva

Form groups and discuss what the purpose of the League of Nations was. Why did the League fail in 1939? Group leaders should present their ideas to the class for further discussion.

CASE STUDY

Ethiopia's role in the transformation of the OAU to the AU

During the colonial era, Africa was called 'The Dark Continent'. The only independent country in Africa at the turn of the 20th century was Ethiopia. Its independence was hard-won. Ethiopia became an inspirational force for the decolonization of Africa.

From the mid 1950's through to the early 1960's, most British and French colonies gained formal independence in the continent. In 1963, independent African countries met to establish the Organization of the African Unity (OAU) in Addis Ababa. The OAU became the collective voice of the Africans for equity and justice in international politics.

After decades of existence and a commendable role in dismantling the last vestiges of colonialism, the OAU joined with the African Economic Commission (AEC) to become the AU. Once again, Africans agreed to place the new African Union in its natural home — Ethiopia. So, Addis Ababa continues to be the focus for African unity.

Form groups to discuss the relevance of the transformation of the OAU to the AU for Africans and Ethiopians. Group leaders should present their ideas to the class for further discussion.

Ethiopia and International Relations

REMEMBER

- Ethiopia is the only country that was never colonized.
- Ethiopia joined the League of Nations in 1923.
- Ethiopia entered into formal and modern international relations after the Battle of Adwa.
- The United Nations was born out of the debris of the Second World War and Ethiopia became one of its founding members.
- Ethiopia pioneered the establishment of the Organization of the African Unity (OAU), later the AU, and Addis Ababa became its headquarters.
- Ethiopia contributed to the formation of sub-regional organizations such as COMESA and IGAD.
- Ethiopia played a role as a founding member of the Non-Aligned Movement.
- Ethiopia contributed peacekeeping forces to the UN missions to Korea, Rwanda, Burundi, Liberia, Congo and Darfur.



Foreign Ministry in Addis Ababa

UNIT SUMMARY

In this unit, you have explored a wide range of topics. You have examined the basic principles of the Ethiopian Constitution as an expression of the sovereignty of the people. You have seen the democratic rights that the Constitution has given to the people of Ethiopia. The Constitution also underlines the obligations that citizens have, to enrich and enhance democratic rule in the country. You have learnt how federalism works in Ethiopia, helping to promote mutual respect among people, and looked at the contributions Ethiopia has made to international relations. You have investigated the remarkable roles this country has played as a member of the League of Nations, the UN, OAU (AU), Non-Aligned Movement and regional organizations. Its contributions to UN Peacekeeping missions in Asia and Africa are some of the greatest achievements of the country.

GLOSSARY

Accountability:	Officials responsibility to show their actions and decisions to their citizens.
Devolution of Power:	The practice of assigning power to the lower levels of government administrative hierarchies.
Features of Democratic system:	Characteristics that a democratic system embraces.
Secularism:	The separation of state and religion.
Supremacy of the Constitution:	The Constitution being above all laws.
Unitary in spirit:	The condition where people in a given country develop the feeling of oneness.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. In what ways is building a democratic system important for Ethiopia?
 - (a) to treat its people equally
 - (b) to have peace and stability in the country
 - (c) to create conditions for development
 - (d) all
2. Supremacy of the Constitution means:
 - (a) the Constitution and other laws have equal weight
 - (b) other laws are above the Constitution
 - (c) the law of the land and other laws are subordinated to it
 - (d) all
3. What is a possible benefit of federalism?
 - (a) unity
 - (b) development
 - (c) empowerment of people
 - (d) all

Part II – True or false

1. The Ethiopian Constitution makes officials accountable to the people.
2. Transparency and accountability in government are not features of democracy.
3. Ethiopia has a long tradition in international relations.
4. Ethiopia has contributed greatly to the decolonization of Africa.

Part III – Short answers

1. What is accountability?
2. What do you understand by the term peoples' sovereignty?
3. Explain in your own words what secularism is.
4. Evaluate Ethiopia's contribution to international relations.

Unit 2

Rule of Law

Introduction

In Grade 10, you studied how rule of law limits the power of the government. You also examined the breakdown of the rule of law and its impacts. In this unit, you will distinguish the similarities and differences between the federal and regional states constitutions. Furthermore, you will see how rule of law is important in conflict management and combating corruption.

Lessons

1. Rule of Law and Constitution
2. The Necessity of the Rule of Law
3. Limited and Unlimited Governments
4. The Rule of Law and Combating Corruption

What you will learn

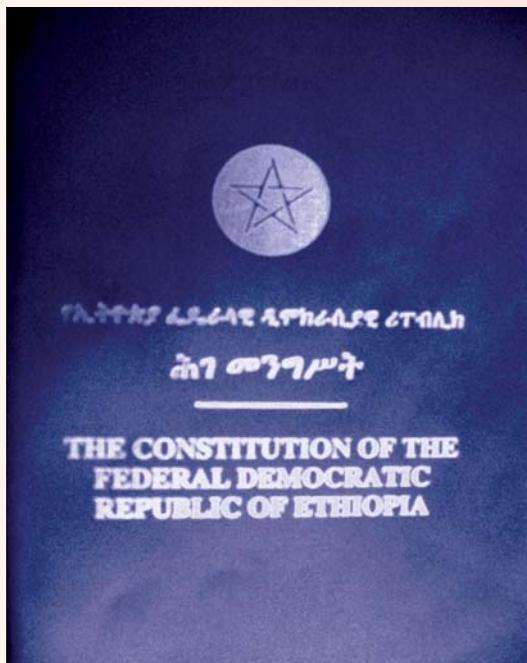
You will:

- recognize the relation between a constitution and rule of law.
- realize the nature of limited and unlimited government.

- appreciate the necessity of combating corruption.

Key words and concepts

- Arbitrariness
- Basic rights of citizens
- Common good
- Conflict
- Constitutionalism
- Constitutional principles
- Corruption
- Dictatorship
- Ethics
- Inequality
- Judiciary
- Limited government
- Unlimited government
- Values



1

LESSON 1

Rule of Law and Constitution

By the end of this lesson, you should be able to:

- distinguish the differences between the constitutions of the federal and regional states.

What do you think about the relationship between the federal and the regional states' constitutions?

In Grade 10, you discussed rule of law, constitution and their relationships. Rule of law prevails under a democratic government with a democratic constitution. The previous Constitutions of Ethiopia adapted a unitary system of government, but the FDRE Constitution set a federal system of government. That means in Ethiopia there are federal and regional states' constitutions.

The Federal Constitution established the Federal Government that exercises powers over the entire country. The Constitutions of the regional states have established governments at the regional level. As a result, the regional governments (states) have their own respective legislature, executive and judiciary bodies.

Both the FDRE Constitution and the constitutions of the regional states provide that:

- Power can only be assumed according to the law stated in the Constitution.
- Everyone is subject to the law and jurisdiction of the courts.

- Both the government and the citizens act only in accordance with the Constitution.
- The basic rights of citizens are respected.

The federal and regional states' constitutions prohibit government officials from violating the laws of the country. Obligations are imposed on them to respect the basic rights of citizens.

The constitutions do not give way to arbitrary rule of individuals but enhance rule of law at all levels of the administration structure. The federal and regional state constitutions underline the need to promote democracy and a democratic system in the country. The constitutions set the objectives to safeguard citizen's fundamental freedom and rights. The constitutions also work to bring about social, political, economic and cultural justice throughout the country.

These are some of the similarities between the two sets of constitutions. It is also important to know the differences between these constitutions. The Federal Constitution is the supreme law of the land and forms an umbrella law that gives shelter to all the regional state constitutions.

The constitutions of the regional states follow the pattern and fundamental principles enshrined in the federal constitution. In effect, they derive from and are subordinated to it. The regional state constitutions work only within the territory of the state and not beyond. The Federal Constitution works across all regional states.

Rule of Law and Constitution

? In groups of six, divide your group into two. One group will take the Federal Constitution and the other group will take the Regional Constitution. Compare and contrast the two constitutions.

The Federal Government of Ethiopia is constituted of the nine regional states. This arrangement has established different power centers in the country. The federal government at the national level forms one of the centers of power and has a constitution that functions throughout the country.

The Federal Constitution sets limits and provides direction for the administrative activities of regional states. The regional states form the other centers of power and operate based on their constitution but not disregarding the federal constitution. Their constitutions are designed to meet the specific circumstances of their own regions.

In this regard, the constitution of the SNNPRS has stipulated the formation of the council of Nations, Nationalities and Peoples at regional level. This council is the equivalent of the House of Federation. No other regional state has such a type of council. The SNNPRS has a unique feature because it is composed of over fifty ethno-cultural groups within its territories. The formation of such a council is in line with the fundamental principles of the Federal Constitution. All constitutions in the country, whether federal or regional, promote democracy and the democratic system and the fundamental rights and freedoms of citizens. They are dedicated to ensure rapid, economic, social, political and cultural development.

The Federal Constitution is exclusively in charge of finance, defense and international relations. In such matters the regional states are not involved, as the Federal Government is not involved in matters of the regional states.

REMEMBER

- Rule of law prevails under a democratic government with a democratic constitution.
- The previous constitutions of Ethiopia adapted a unitary system of government.
- The FDRE Constitution adopted a federal system of government.
- The regional governments (states) have their own constitutions and establish the legislature, executive and judiciary at the regional level.
- Both the federal and the regional constitutions prohibit government officials at all levels from violating the laws of the land and acting against the basic rights of citizens.
- The regional states constitutions are always subordinate to the federal constitution.

2

LESSON

The Necessity of the Rule of Law

By the end of this lesson, you should be able to:

- explain the importance of the rule of law.
- describe what follows when rule of law breaks down.
- explain how to prevent and manage conflict.

How might you find a solution when your interests and the interests of your friends conflict? Use an example to make your point.

Constitutions of democratic countries are the bases for the prevalence of rule of law. Rule of law establishes restrictions, both on the governor and the governed. This means the government officials who are elected and hold offices must respect the basic rights of citizens. Their activities shall be in accordance with the law of the land. Rule of law prohibits people from violating the rights of others. The governed or the citizens' basic rights and freedoms must be respected by the government officials. Rule of law also imposes restrictions on citizens to act only according to the law. Every citizen, irrespective of social status, ethnic or religious background, is subject to the laws of the country.

Where there is rule of law, the rights of individuals and groups will be respected. Nobody has the right to go against the well-being of individuals and groups of people. In addition to this, the right extends to the protection of their property.

Since individuals live in society, they have to respect and work for the common good of society.

As a citizen, you have lots of needs and wants to satisfy. However, there are conditions that compel you to sacrifice part of them for the interest of promoting the common good.

The absence of the rule of law implies the existence of unlimited power that can put citizens in danger. Where there is no rule of law, there will not be justice. The absence of justice weakens the authority of government and the people will not feel secure. Absence of rule of law is characterized by anarchy and arbitrary rule.

Anarchy means a situation in a society whereby there is no supreme power or law, which will result in political and social disorder. In the absence of rule of law, justice suffers, peace and stability are threatened, and the strong may take advantage of the weak.

Therefore, the absence of rule of law can be characterized by arbitrariness, lawlessness, disorder, destruction, insecurity, and conflicts. The absence of rule of law makes society permanently enter into mutual destruction and annihilation. In such circumstances people lose their lives and those who survive for a while lose their hope for the present and future.

Form groups in a class and list indications of the absence of rule of law and discuss in a group their impact on individuals and society. Present the summary of your discussion to the class.

The Necessity of the Rule of Law

An absence of rule of law means there is no legally established and fair procedure to take action to resolve conflicts or regulate social relations. It can also create inequality and an absence of the equal protection of the law.

Conflicts happen in the normal course of social interaction. Conflict means disagreement that arises due to differences that can result from divergences of interests in a society. A number of different conflicting interests can arise between individuals and groups.

Rule of law helps to prevent and manage conflict through legal means and established procedures. This means, before the conflict turns into violence and anarchy, rule of law attempts to prevent its occurrence and manage it using the appropriate mechanisms.

Conflicts on the use of natural resources and regarding personal interests can be resolved when we respect and obey the values and principles stated in the constitution and laws of the country. For

example, conflicts on boundaries, grazing land, water and other resources may arise between different groups. If these conflicts are to be resolved legally, we have to adhere to the values and principles of the Constitution.

Working together on common problems is another peaceful means of resolving conflict. For example, where there is a conflict on drinking water, the people from both sides can come together and discuss how to get another water resource or arrange a program.

Furthermore, identifying the commonly shared values, interests and goals are also a means of conflict prevention and resolution. Therefore, it is important to identify these commonly shared values, interests and goals, which are quite useful to bring about national consensus and create stability. These can be done through encouraging communication among different groups and through cultural exchanges such as festivals, Nations and Nationalities days, National Flag days, sport events and similar communal activities.

CASE STUDY

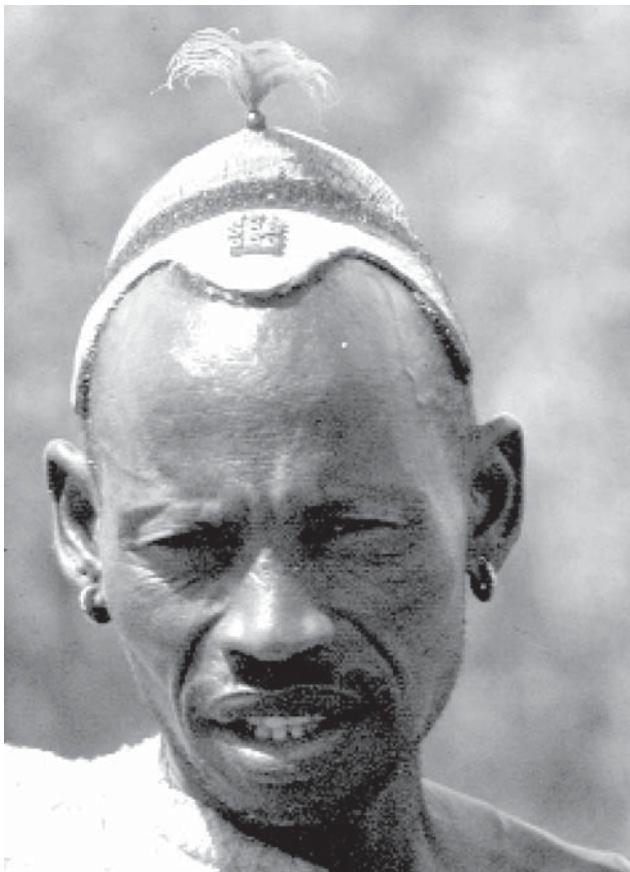
The Youth Peace Building Effort in South Omo

On August 14, 2007, a caravan of forty youths, representing the Hamer, Karo, Nyangatom and Dassanech pastoralist ethnic groups of South Omo Zone, set out to tour one another's villages for the purpose of cultural exchange. For ten days, the youths travelled, danced, decorated one another, played sports, slept and ate together. They spent two days in the hosting village of each ethnic group, before moving on to the next. These seemingly simple social interactions had a profound symbolic meaning

for each of these local cultures, instilling bonds of deep kinship and peace between the groups. The event was the first of its kind in South Omo Zone, and was immediately recognized by all stakeholders as an unprecedented, innovative move towards peace in the area.

What can other communities learn from South Omo Youth efforts to resolve the conflicts that may arise in their region? Discuss this in groups and present to your class.

The Necessity of the Rule of Law



Karo man



Peoples of the South Omo Zone

Dessanech youngsters

REMEMBER

- ❑ Rule of law establishes restrictions on both those who govern and the governed.
- ❑ Everyone, irrespective of wealth, rank or condition, is subject to law and jurisdiction of the courts.
- ❑ Where there is rule of law, the rights of individuals and groups will be respected.
- ❑ Conflict means disagreement that arises due to differences that can result from divergences of interest in society.
- ❑ Conflicts can be legally resolved by adhering to the values and principles of the Constitution, by working together on common problems and identifying the commonly shared values, interests and goals.

3

LESSON

Limited and Unlimited Governments

By the end of this lesson, you should be able to:

- describe the nature of limited and unlimited governments.

How much power does the government in Ethiopia have?

Limited government is a government whose power is restricted constitutionally. An absence of arbitrary power and protection of basic rights and freedoms of citizens characterize such governments. A country with limited government exercises constitutionalism. Constitutionalism is a political doctrine that indicates state ideology to uphold rule of law in an environment of democratic governance; that means the strict observance of the constitution by the government.

Accountability, transparency, protection of rights and freedoms of citizens, the mechanisms of checks and balances between the organs of government are ways in which government power in democratic countries is limited. Every democratic government is characterized by limiting the powers of officials. The role of the people to limit the power of government is the cornerstone of a democratic system.

The governments of the USA and Great Britain have limited power because, conceptually, power emanates from the people and they have strong mechanisms to check and control the powers of state organs and officials. The US congress, the White House and the judiciary systems work in such a

way that no one body is able to monopolize power. In Britain, the parliament and the judiciary body work together to avoid any of the two becoming dominant on the other.

In Ethiopia, the 1995 Constitution has created a favourable condition to control power abuse by any branch of the government. Political parties and individuals can assume state power only through democratic, free and fair election; authorities cannot violate the basic freedom of the people and the power of the government is decentralized. This has brought a new condition in the country where the government's power is legally limited.

Unlimited government is associated with authoritarianism and totalitarianism; it is undemocratic and includes monarchies and dictatorships. Examples of such types of governments include Fascist Italy under Benito Mussolini's rule, Nazi Germany under Adolph Hitler, and Spain under General Franco. The government of Nazi Germany had absolute power to do anything against the basic rights of the people. Adolph Hitler massacred Jews. Courts ignored the rule of law whenever they deemed it necessary.

Mussolini also crushed the opposition of Italy and transformed the government into a dictatorship supported by a secret police. He dissolved the parliament and formed his own Chamber of Fascist rule. He strengthened Italy's ties with Nazi Germany and invaded Albania and other neighboring countries.

Limited and Unlimited Governments

Form groups to discuss the characteristics of limited and unlimited governments. In what ways do you relate underdevelopment and government with unlimited power? Group leaders should present their ideas to the class for more discussion.

CASE STUDY

Apartheid in South Africa

Apartheid was a policy of racial segregation formerly followed in South Africa. The word apartheid means “separateness” in the Afrikaans language and it described the rigid racial division between the governing white minority population and the non-white majority population. This meant that non-whites were denied many of their basic human rights. The National Party introduced apartheid as part of their campaign in the 1948 elections and, with the National Party victory, apartheid became the governing political policy for South Africa until the early 1990s. Although there is no longer a legal basis for apartheid, the social, economic, and political inequalities between white and black South Africans continue to exist.

Form groups of three. Look at the photograph and discuss the impact that unlimited power of the government had on citizens. Present your ideas to the class.



Apartheid tensions — white killings of the blacks for their demonstration against apartheid in South Africa — the case of Soweto

REMEMBER

- ❑ Limited government means decentralized power; imposition of other restraints on the power of the government.
- ❑ Unlimited government can be expressed through authoritarianism and totalitarianism.
- ❑ Constitutionalism means a limited government as the result of strict observance of the constitution by the government.
- ❑ Unlimited government is undemocratic, for example, a dictatorship.

LESSON 4

The Rule of Law and Combating Corruption

By the end of this lesson, you should be able to:

- explain the role of individuals and institution in the fight against corruption.

In pairs discuss three different types of corruption that can occur. Why are they corrupt activities? Share these examples with the rest of the class.

Corruption is morally wrong and one of the ways of breaking rule of law. It is a serious problem that countries are suffering from and a setback to the development efforts of a nation. Thus, countries are fighting to do away with corruption. In Ethiopia, the Ethics and Anti-Corruption Commission was established in 2001 and the government calls on the public at large to play its role in combating corruption and abuse of power.

Individuals must be honest and truthful in their day-to-day activities in order to combat corruption. This means they should have respect for rules and regulations of the country and decide to fight corruption by every legal means. Through honesty and truthfulness, we can expose corrupt people and turn away from corrupt practices.

The fight against corruption requires the active and full participation of the public and the unreserved commitment of, among others, each and every government institution. In keeping with

the Constitution, government officers must make their activities transparent to the public. Moreover, officials must be held accountable for any fault they commit. Transparency and accountability play a great role in combating corruption.



All citizens have a duty to fight against corruption

The Rule of Law and Combating Corruption

CASE STUDY

President Nixon and the Watergate Scandal

Nixon was President of the USA and under his presidency he did many great things for America. He was the first president of the USA to visit China and establish closer relations with the communist country. He also took the Middle East politics in a new direction.

Though the president had remarkable achievements, the media in America exposed corruption in which he was involved. The corruption is known as 'The Watergate Scandal'. In 1973, some of the President's staff were charged with breaking into the opposition party's headquarters in the Watergate Building in Washington. They had tapped telephones, planted electronic listening devices and taken copies of documents.

The Supreme Court of the USA impeached (accused) him and he was found guilty of the crime. As a result he was forced to resign as the President of the USA in 1974 and is now better known for the corruption in which he was involved.



Form groups to discuss what you learn from an American president who lost his office due to corruption. Group leaders should present their ideas to the class for more discussion.



President Nixon on a visit to Ethiopia

REMEMBER

- Corruption is morally wrong and breaks rule of law.
- Individuals must be honest and truthful in order to combat corruption.
- Transparency and accountability in government institutions play a great role in combating corruption.
- Active and full participation of the public and unreserved commitment is required to fight corruption.

UNIT SUMMARY

Ethiopia, as a federal state, has two levels of government. The federal government has overall jurisdiction across the country; and jurisdiction of the states is limited to their respective regions. Both the federal government and the states have their own constitutions. These constitutions have similarities and differences.

The prevalence of the rule of law requires a democratic constitution. In democratic countries, there is constitutionalism which means the strict observance of the constitution. In these countries, the principle of rule of law is respected and human and democratic rights are guaranteed.

The rule of law is very important to restrict the powers of both those who govern and the governed. It also helps protect and respect the rights of individuals and groups. An absence of rule of law means arbitrary rule, disorder and destruction that can lead to conflict.

A government whose power is restricted constitutionally is called limited government. The action taken, the decisions passed, and the laws and rules issued by limited government are in accordance with the principles and values set by law. If there is no limitation or restraint upon the power of the government, then that government is an unlimited government. An unlimited government expresses itself through authoritarianism and totalitarianism.

Corruption is a serious problem from which the whole world is suffering. It is a threat and sets back the development effort of a nation. Therefore, in the fight against corruption, both individual citizens and institutions must contribute. The most important factor in the fight against corruption is the prevalence of the rule of law in everyday life.

GLOSSARY

Constitutionalism: Belief in the idea of a constitution.

Dictatorship: A dictator's power or authority, or the period of time during which a dictator rules and exercises absolute power or authority.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – True or false

1. The regional governments of Ethiopia do not have their own legislature, executives and judiciaries.
2. The constitutions of the regional states are subordinate to FDRE Constitution.
3. Rule of law shall not impose restriction on a citizen.

4. A country with limited government does not necessarily have constitutionalism.

Part II – Missing words

1. In a limited government, the government officials at all levels are prohibited from violating the laws of the land and against the basic rights of citizens by the

2. The contributions of and are essential in fighting against corruption.
3. The commission established in Ethiopia to combat corruption and power abuse is known as

Part III – Multiple choice

1. The prevalence of the rule of law indicates:
 - (a) the existence of democratic government
 - (b) the government is limited
 - (c) the government is unlimited
 - (d) (a) and (b) are both correct.
2. We can say that the power of government is limited when there is/are:
 - (a) accountability and transparency
 - (b) check-and-balance between three organs of government

- (c) constitution and constitutionalism
- (d) decentralization of power
- (e) all of the above.
3. Which one of the following is true?
 - (a) adhering to the values and principles of the laws of a country does not have any contribution in resolving conflicts.
 - (b) identifying the commonly shared values, interests and goals is important for conflict resolution.
 - (c) as it has been observed in reality the rule of law cannot resolve conflict.
 - (d) all of the above.
4. The fight against corruption involves:
 - (a) participation of the public
 - (b) commitment of government institutions
 - (c) honesty and truthfulness of individuals
 - (d) all.

Unit 3

Equality

Introduction

In this unit, you will learn why you need to treat the nations, nationalities and peoples of Ethiopia equally. You will see that equality is expressed in political, economic, social and cultural ways. You will also learn that equality requires treating females and males as equals. You will realize the necessity of equality for peace and the development of the country.

Lessons

1. The Importance of Equality among the Nations, Nationalities and Peoples of Ethiopia
2. The Individual and the Public Interest
3. Gender Issues and Socially Discriminated Groups
4. The Tendency to Negate Unity in Diversity

Key words and concepts

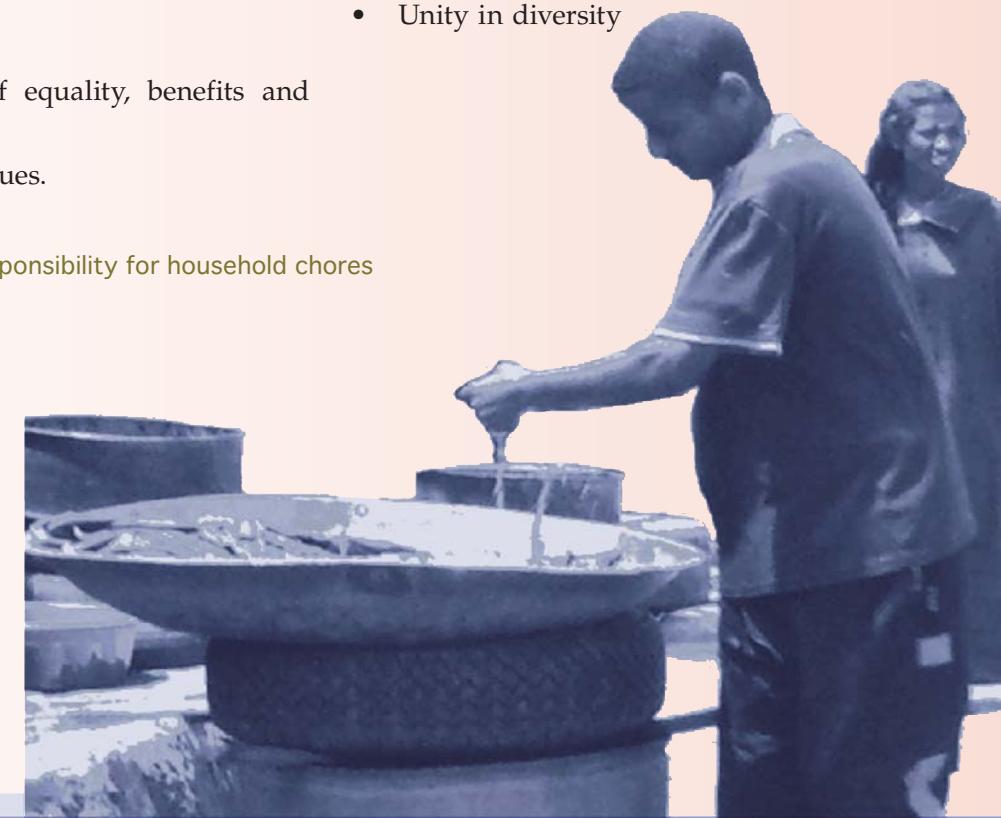
- Affirmative action
- Disabled group
- Equality
- Gender
- Gender issues
- Individual rights
- Socially discriminated groups
- Unity in diversity

What you will learn

You will:

- realize the notions of equality, benefits and burden.
- be aware of gender issues.

Taking equal responsibility for household chores



1

LESSON 1

The Importance of Equality among the Nations, Nationalities and Peoples of Ethiopia

By the end of this lesson, you should be able to:

- describe what kinds of equality and burdens the nations, nationalities and peoples of Ethiopia enjoy.

Give an example of a person who has been treated unequally. Why was the person treated in this way?

Equality is the right not to be treated differently because of age, race, sex, ability, political views or any other status; it means being treated the same as others. It is a broad concept that involves economic, political, social and cultural considerations. Equality can be a form of remedial or restorative justice to repair damages done in the past. Equality can be seen as a process of undoing past inequalities or injustices. This could lead to greater uniformity

among members of society in terms of equality.

In today's world, the issue of equality has gained huge political importance. It has attracted the attention of governments as a key to ensuring internal stability, peace and development. In the broader sense, equality means to extend equal opportunities for members of society. Equality, in the main refers to opportunities that the state extends to its people. It also means equal protection and the rights given to all citizens.

Form groups to discuss the ways in which the equality of nations, nationalities and peoples of Ethiopia can be maintained. In what ways are peace and development related to equality? Group leaders should present their ideas to the class for more discussion.

CASE STUDY

The Bale and Gedeo Peasants uprisings

During the time of Haile Selassie, millions of Ethiopians were landless, while a very few were owners of most of the land. This created economic, social, cultural and political inequality. As a result of this, there were peasant's uprisings in many parts of the country. The Bale and Gedeo peasants' uprisings were among

those revolts against the regime. These uprisings were brutally crushed by the government forces. However, Haile Selassie's government could not continue for long. The resistance of the people against inequality and injustice ended the feudal system. After years of fighting, the peasants got their land.

The Importance of Equality among the Nations, Nationalities and Peoples of Ethiopia



Form groups to discuss how the inequalities in the past, led to the peasants uprisings. Group leaders should present their ideas to the class for more discussion.

REMEMBER

- Equality refers to the state of being treated the same as others.
- In the broader sense, equality means extending equal opportunities for members of society.
- In today's world, the issue of equality has gained huge political importance.
- The federal structure of government helps to address the problem of equality.
- People who are treated equally will be more inspired to do their part for nation building.

2

LESSON

The Individual and the Public Interest

By the end of this lesson, you should be able to:

- describe the differences between individual and public interests.

Why might you be treated unequally at times?

Equality means treating people as equals regardless of sex, race, religion, culture, nationality or occupation. Equality is related to rights. Your rights entitle you to be treated equally to others. However, exercising your equality has limitations as the use of your rights can be conditioned by your obligations. As expressed in the Constitution, you have freedom of speech, and expressions. But, your freedoms of expression do not include the right to verbally abuse or insult someone you hate. This is a violation of the rights of others. You are not denied any of your rights when you are not allowed to abuse others.

You have equal rights to participate in the



Medical student working in laboratory

extracurricular activities in your school. You might want to join the schools basketball and football teams, but you may have to pass a physical examination first.

Your performance may not be up to the standard to be selected. If you still insist that you have an equal right to be accepted, then your understanding of the essence of equality is wrong. After all, equality must be viewed in terms of extending equal opportunity to compete, but not deserving whatever you wish.

You have equal opportunities with others to become a medical doctor. But, you cannot join the Faculty of Medicine simply because you have the desire. You will be accepted when you have met all the criteria required to join the faculty.

Your family might own a house, however, due to the construction of a road, it could be marked for removal. Certainly, this would be a sad story for the whole family. Still, your parents cannot argue that their right to own property is violated so long as they are compensated for the loss. What justifies the government to take this action is the desire to promote the public interest more than that of the individual.

Your personal interests are protected only to the extent that the interest of the public is not adversely affected. Therefore, you might have to give up some of your individual rights in order to promote what benefits society. Generally speaking, public interests should precede individual rights.

The Individual and the Public Interest

Form groups to discuss how limiting individual rights is a necessity in order to promote the interests of society. Is it fair to give up some of your rights for the sake of society? Group leaders should present their ideas to the class for more discussion.

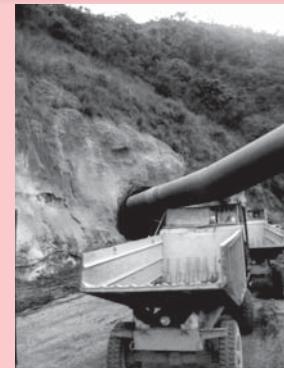
CASE STUDY

The Tekeze Hydroelectric Power Plant

Today Ethiopia has launched the construction of a number of hydroelectric power plants in different parts of the country. The total number of power plants constructed over the last ten years is greater than those constructed previously. The output has more than doubled. The Tekeze Hydroelectric power plant is currently the biggest power plant near completion with the capacity of more than 300 megawatt.

Hydroelectric power plants' construction is necessary for the accelerated development of the country. However, the construction of the power plants was not without problems as it dislodges people living in those areas. People who lived in the area for many years were moved out and resettled elsewhere. It might not be pleasing to them, but it is a necessary action to take for the sake of promoting national development.

Form groups to produce a justification for resettling people from this area in the interest of national development. Group leaders should present their ideas to the class for discussion and debate.



Building an Ethiopian hydroelectric power plant

REMEMBER

- ❑ Equality means treating people as equals regardless of sex, race, religion, culture, nationality, or occupation.
- ❑ Exercising your right to equality has limitations, as the use of your rights can be conditioned by your obligation to others.
- ❑ As expressed in the Constitution, you have freedom of speech and expressions; but your freedom of expression does not allow you to verbally abuse or insult others.
- ❑ Your personal interests are protected only to the extent that the interest of the public is not adversely affected.
- ❑ It is right to promote the individual interest so long as the outcome does not affect the common good.
- ❑ Public interests should precede individual rights.

3

LESSON

Gender Issues and Socially Discriminated Groups

By the end of this lesson, you should be able to:

- explain how women and the socially discriminated groups are treated unfairly in society.

Give an example of a group that experiences social discrimination. Why are they sometimes not treated equally?

Gender issues, in the main, refer to determined patterns of behaviour in relation to rights, duties, obligations and responsibilities assigned to females and males in society. The cultural differences in a society shape how gender issues are viewed and handled. The history of human society, for the most part, is marked by unfair treatment for women.

Women in Ethiopia are often denied the same rights that men enjoy. In the past women were denied the right to own and inherit land and other properties. Thus, they were subordinate to men. They had no right to decide who to marry and live with. They were subject to circumcision, early marriage, abduction and domestic violence.

At present, women have the same legal rights as men. They have constitutional protection to enjoy their rights. They have equal access to education, jobs and health care and also have freedom of expression and the right to form an association. More female students are in schools and universities now than in the past. They are assuming ministerial positions; and given the opportunity, they can make higher

decisions, alongside their male counterparts.

Through affirmative action, today women in Ethiopia are enjoying many advantages. This helped women to experience positive discrimination to compensate them for past injustices. In this regard, female and male students can join universities with different cumulative grade point average requirements. Like in education, some jobs, through affirmative action, give priority to females.

A new family law has been issued to protect women's rights in marriage and divorce. These are positive developments that have empowered women. Empowering women means empowering society as a whole. Women are the backbone of society and women's empowerment is one of the cornerstones of social justice. The development of a country is achieved when all women are treated fairly and equally to men.

The development of Ethiopia requires addressing the equality of disabled groups as much as gender issues. These are citizens who are physically and mentally impaired and who need special treatment. Schools, workplaces, shops, hotels, transportation services and even roads need to be constructed to handle them. Communities should give attention to the disabled members to support them. They deserve special attention because they are part of the society to be sympathized and cared for. They have a right to be able to access the same things as those who are able bodied.

Gender Issues and Socially Discriminated Groups

? Create a list of similarities and differences between male and female students. Examine why these exist and consider what effect they may have on society.

CASE STUDY

Women's achievements

In the 2008 Beijing Olympics, Tirunesh Dibaba set a new world record in the 10,000 meters women competition. She performed this great feat in the face of very tough competition. Her achievement is a pride for the Ethiopians. She displayed a great deal of determination to translate what she promised to the Ethiopians into practice. She set a new world record in an environment that was hot and humid. She is one of the icons of Ethiopia and a role model for Ethiopian girls.

? Form groups to discuss whether women can do more if given the opportunity and treated equally. Group leaders should present their ideas to the class for more discussion.



Female Ethiopian athlete



The disabled can be productive

Gender Issues and Socially Discriminated Groups

REMEMBER

- ❑ Gender issues, in the main, refer to determined patterns of behaviour in relation to rights, duties, obligations and responsibilities assigned to females and males in society.
- ❑ The cultural differences in society shape how the different gender issues are viewed and handled.
- ❑ The history of human society, for the most part, is marked by unfair treatment of women.
- ❑ In Ethiopia, most women were denied the same rights that men enjoyed.
- ❑ At present, women have the same legal rights as men.
- ❑ Empowering women means empowering society as a whole.
- ❑ The development of Ethiopia requires addressing the equality of disabled groups as much as gender issues.

LESSON

4

The Tendency to Negate Unity in Diversity

By the end of this lesson, you should be able to:

- describe the negative impact of failing to acknowledge unity in diversity.

Describe one cultural event or activity you really enjoy to your neighbour.

Unity in diversity is all about the mutual existence of different cultural groups. Societies, having such diversity, are called multicultural societies and countries consisting of such compositions are multicultural nations. The political doctrine that upholds this way of life is termed multiculturalism. It means living together to respect others' languages, religions and ways of life. This is based on the belief that all cultures, religions and languages are equal, thus everyone deserves to be treated equally. A multicultural society exists in peace as long as all its members display mutual respect for one another. Failure to do so can easily jeopardize the social peace and the ability to live as one community.



Ethiopia is a multicultural and multi ethnic country with over seventy ethnic groups inhabiting its territories. Today they are classified as nations, nationalities and peoples. They have constitutionally protected rights of equality. No one group is superior, as no group is inferior. All, big or small, have equal rights to protect, advance and promote the development of their cultural distinctions. Ethiopia is as different as its cultural and ethnic groups are different. Its unity can be expressed through the unity that its ethno-cultural groups forge among themselves with a shared purpose and objectives.

When we are united as a nation, we are strong, but if we lose what unites us, we will be weak. The roles you play should bring the nations, nationalities and peoples of the country together. To do this you have to respect the cultures, languages and religions of others.

Form groups to discuss the positive and negative activities that can affect the unity of the peoples of Ethiopia and list them.



The Afar people

The Tendency to Negate Unity in Diversity

CASE STUDY

The Hamer of South West Ethiopia

The Hamer lives in the South Nations, Nationalities, and Peoples Regional State. They inhabit the area around the town of Jinka. They are herdsmen combining some agriculture for their living. They have their own language, belief system and other cultural traits that they are proud of. They share the same rights as the people of the rest of Ethiopia to develop

and promote themselves. Many anthropologists have studied their way of life for many years. The Hamers live with others with respect, dignity and harmony.

What enables the Hamer to live in harmony with others? Discuss in groups.

REMEMBER

- ❑ Unity in diversity is all about the mutual existence of different cultural groups.
- ❑ A multicultural society exists in peace as long as all its members show mutual respect for one another.
- ❑ Ethiopia is as different as its cultural and ethnic groups are different.
- ❑ When we are united as a nation, we are strong, but if we lose what unites us, we will be weak.



Hamer family group

UNIT SUMMARY

In this unit, you have learnt the importance of equality manifesting itself in the political, economic, social and cultural aspects. You have seen the need to treat the nations, nationalities and peoples of Ethiopia as equals to preserve its unity, and achieve development to live a better life. It is important for you to develop the capacity to treat males and females as equals. The development of Ethiopia can be achieved when you support women's empowerment in the country as a whole. You should help the disabled and treat them as equals because they are citizens.

GLOSSARY

<i>Affirmative action:</i>	Positive actions taken to address socially disfavoured groups in order to compensate past injustices.
<i>Disabled group:</i>	A group which comprises of individuals who are mentally or physical impaired.
<i>Equality:</i>	Is a political doctrine that rests on the belief that citizens of a country should enjoy the same and equal rights in economic, political, social and cultural areas.
<i>Gender:</i>	Is a concept pertaining to the relationship between men and women.
<i>Gender issues:</i>	Issues related to the relationship between men and women.
<i>Individual rights:</i>	Is a political thinking that refers to rights that every individual enjoys in society.
<i>Socially discriminated groups:</i>	Are members of society who are discriminated against due to ethnic, religious, sexual, cultural or physical disability or occupation.
<i>Unity in diversity:</i>	Is the mutual existence of different cultural groups.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

- | | |
|---|--|
| <p>1. Which one of the following groups do not demand equal treatment with others?</p> <p>(a) nations
(b) nationalities
(c) people
(d) none</p> <p>2. Affirmative action may not be needed in Ethiopia only for one of the following:</p> | <p>(a) women
(b) minority groups
(c) groups whose language is on the verge of vanishing
(d) none</p> <p>3. Unity in diversity does not mean one of the following:</p> <p>(a) treating ethnic groups equally
(b) treating all regions as equals</p> |
|---|--|

- (c) be willing to work with others having different viewpoints
- (d) to accept that some societies are superior to others

Part II – True or false

- 1. Disabled groups in society need special attention.
- 2. Equality means to demand anything and get it.
- 3. Ethiopia is a country where there are no gender issues.
- 4. Gender equality means replacing male dominance by female dominance.

- 5. Socially discriminated groups have the same rights as others.

Part III – Short answers

- 1. What is equality?
- 2. What do you understand by affirmative actions? Give examples.
- 3. What are your individual rights? State some.
- 4. Describe one gender issue you see in society. How can things be improved?

Unit 4

Justice

Introduction

In Grade 10, you studied the basic ideas of justice and equity. Here you will further discuss equity from the perspective of benefits and burdens. You will also look at the historical background of equitability in Ethiopia. With regards to justice you will examine the components of the justice system where you will learn to appreciate the working of the courts in Ethiopia.

Lessons

1. Fairness
2. Analysis of Equitability
3. Components of the Justice System
4. The Workings of the Court
5. Fairness in Taxation

What you will learn

You will:

- realize the essence of equity of benefits and burdens.
- recognize the history of equitability in Ethiopia.

- understand the components of the justice system.
- appreciate the working of the courts in Ethiopia.

Key words and concepts

- | | |
|------------|----------------------|
| • Benefits | • National Resources |
| • Burdens | • Non-partisanship |
| • Courts | • Social Services |
| • Judges | • Stereotyping |
| • Law | |



1

LESSON 1

Fairness

By the end of this lesson, you should be able to:

- explain what is meant by equity of benefits and burdens.

What do you think are some of the benefits and burdens for an individual?

You have learned in Grade 10 that justice should prevail in the distribution of social services. You have also seen how social services are provided by the government for the benefit of the society. Here you will discuss more about what benefits and burdens an individual has and how these may be fairly allocated to people.

In order to understand fairness in the distribution of benefits and burdens, it is important to understand what benefits and burdens are. Benefits are services or commodities that are believed to be good for an individual or group. Sometimes benefits are provided by the government to help the people. These kinds of benefits include welfare payments paid to people who don't have a job or welfare activities done for street children.

People also do things that are beneficial for themselves. When you work hard you know that it benefits you by making you happy and earning you money. So the word benefit has a broader meaning. However, in most countries it is a service that supports those people in need and usually the government provides these benefits. In the United Kingdom, for

example, the word 'benefit' refers to welfare payments from the government to the people.

Apart from this, people engage in most activities because they have a benefit. Also if the activity involves more than one person it involves dividing the benefits among all who are involved in the activity so that everybody benefits. It is important to acknowledge that these benefits should be distributed fairly.

Burdens are the responsibilities that you have. In order to get benefits, there are expectations that are required of you. Activities that require more than one person, involve sharing the responsibility when undertaking the activities. This means people are sharing the burden in order to achieve something.

A burden could also be seen as the contribution of each individual in the achievement of something. If only certain people are doing everything yet everybody is sharing the benefits, it is not fair. The people shouldering the entire burden will be exploited and the people who didn't participate are unfairly being benefited. Everybody should benefit according to his/her contribution to an activity. The exceptions should be those people who are unable to contribute like the elderly and sick or disabled people.

If the burden falls on just a few people or one person, they may get fed up of benefiting others and there won't be a harmonious relationship among the

Fairness

people involved. Therefore, all the people involved should take the responsibility.

The fair distribution of benefits and burdens can be fair only if a person or a group could earn according to their contribution in an activity that brings benefits.

If there are four people involved in an activity and only two of these four bear 90 percent of the burden, they should be entitled to 90 percent of the benefits. It is usually good to contribute equally to any activity and share the benefits equally.

This idea also works at a national level. The distribution of benefits and burdens should be fair across the country. This means people from every part of the country should feel the responsibility of development equally and should make their best effort. Similarly everyone in the country should share the benefits according to his/her effort to promote the development of the country. If there are only certain parts of society shouldering the burdens while others reap the benefits, the people

shouldering the burden will get angry. This may cause instability.



Two boys cleaning a compound

CASE STUDY

Teshome's Share

Teshome and Abdi are very good friends. One Saturday while they were out playing, Ato Gadissa came and asked them to clean his compound. Teshome and Abdi are very respectful and hardworking boys, so they immediately agreed to clean the compound. Ato Gadissa's compound is a big compound so the boys divided it in two and started cleaning. It took them half the day to complete the work.

Finally, the compound became so beautiful that Ato Gadissa was very happy. He cooked some food

and called Abdi to his home. He gave Abdi some food to eat but said that he didn't like Teshome and didn't want to give him any food. But Abdi felt sad because he knew that he and his friend had both worked hard and they both deserved to get some food.

Was Ato Gadissa fair in his treatment of Teshome? If you were Abdi how might you respond to this situation?

Fairness

CASE STUDY

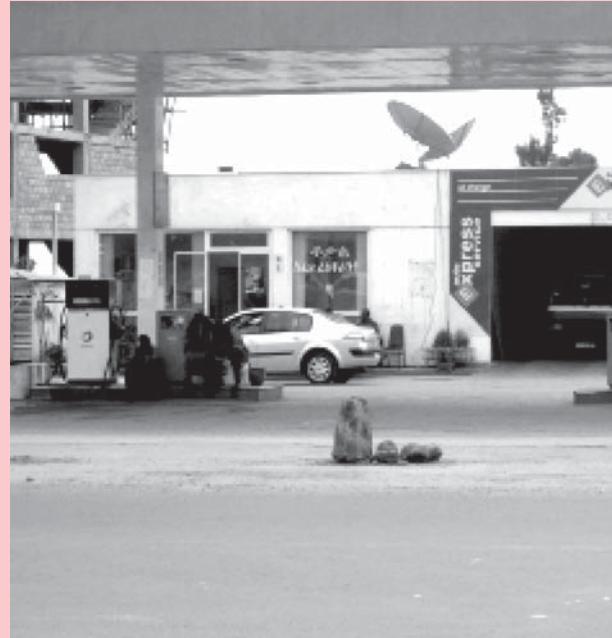
The Benefits Principle of Taxation

The benefits principle of taxation states that the beneficiaries of a particular government program should pay for it. This is a good example of how benefits and burdens should match. Sometimes there are special programs intended to benefit certain section of the society. In order to pay for these programs the government collects a specific type of tax. This tax will only apply to those people who are to benefit from the program.

For example, the government charges fuel tax for diesel and petrol. The burden of this tax is carried by people who use this type of fuel for their vehicles. The government collects tax on fuel and this is then used towards constructing the roads. Therefore, the benefit primarily goes to those people who use vehicles on the roads.



Where else does the benefits principle of taxation exist? Where could it be used?



A fuel station

REMEMBER

- ❑ Benefits are material or non-material advantages that are given to an individual or group.
- ❑ Burdens are requirements or responsibilities undertaken in order to gain benefits.
- ❑ Both benefits and burdens should be distributed and shouldered fairly.

2

LESSON

Analysis of Equitability

By the end of this lesson, you should be able to:

- describe the history of distribution of social service and national resources in the country.

- **What are social services? Give examples.**
- **What are national resources? Give examples.**

In Grade 10, you discussed justice in the distribution of social services. You know that the distribution of social services should be fair within a country and everyone deserves equal services. This comes from the idea that all people are equal and deserve the same treatment from the government. Therefore, the provision of social services, including education, health and public administration, should be fairly distributed. In the absence of fair distribution of social service some parts of society would be benefit more than others.

National resources are the wealth of a nation. These resources are owned by all the people and everyone should benefit from them. These include both natural and other resources. So using these resources for the benefit of the people should be done in such a way that everyone can benefit. In order to have a stable and peaceful country, people should feel that the use and distribution of national resources is done fairly.

Ethiopian history is also filled with such type of events. As you have discussed in Grades 9 and 10,

the country was ruled by a monarchy before 1974. The monarchy controlled all resources and the people had very little chance of benefiting from them. The distribution of social services was biased towards close family and friends of the monarch. In addition, there was an imbalance in the distribution of social services between the different regions of the country. Some regions were very much neglected while other regions enjoyed many benefits. For this reason the deprived regions remained backward and could not develop. There was also an imbalance among the different social groups. The monarch and family, who were believed to have absolute power vested in them by God, enjoyed the produce of the poor farmers. There was no equitable distribution of resources at that time.

After 1974 the Derg came to power overthrowing Haile Selassie I's monarchy. This government was totalitarian with a socialist ideology. Although the government claimed that all the people own the national resources, the few people who were in power engaged in corruption and amassed great wealth. This resulted in the misuse of resources and the people and country remained poor. Therefore, the efforts of a lot of people went into a few peoples' pockets. During this period the distribution of social services was also not fair. Again some regions got the chance to benefit from the resources while other regions didn't.

Analysis of Equitability

CASE STUDY

Landlords and Tenants

During the time of Haile Selassie I, the landlords owned huge areas of land and exploited the tenants who were working on the land. They took most of the crops produced and left a very small amount for the farmers to feed their families. Because of this the landlords became richer and richer while the farmers became poorer and poorer. In this system the people who worked hard did not get the worth of their efforts while people who did not work took most of the benefits. Here the benefits didn't match the burdens.

- ?
- How do you think the landlords felt in this situation?
 - Do you think that the system today is fair? Explain your answer.



A landlord's family and tenant



Emperor Haile Selassie I with one of his subjects

REMEMBER

- Social services should be fairly distributed.
- National resources are the wealth of all the nation.
- Historically the distribution of social services and national resources were not fair in Ethiopia.

3

LESSON

Components of the Justice System

By the end of this lesson, you should be able to:

- explain the agencies of justice.

What is justice? Have you ever seen justice in action?

In Grade 9, you discussed the legal and traditional instruments of justice. You saw that legal instruments of justice include courts, ombudsman and human rights commissions. In Grade 10, you saw the structure and functions of the judiciary.

In this lesson, you will discuss the agencies of justice. You already know that courts are places where the law is interpreted and judges are the people who administer the law in the courts. You have examined the sources of law in Unit 2 and know that the law emanates from the Constitution and international conventions that the country signs. There are principles that are universally followed like the principles of human rights that are enacted as law in a country. The laws are enacted for the protection of human rights and for the benefit of everyone in the country. Based on these laws, it is easier to ensure the existence of justice since we can all refer to the law when there is some kind of disagreement.

Courts are agencies that interpret law. When people disagree on issues related to law, they go to court and present their cases. They try to show the facts along with the existing law of the country and argue that they are acting in accordance with the

law. The courts then examine both sides and study the facts so they are as objective as possible to give a verdict on who has acted in accordance with the law.

Judges are well trained in interpreting and understanding the law. After reviewing the facts presented on both sides they interpret it according to the law and make a judgment. The House of Peoples' Representatives appoint judges to the Federal courts after being recommended by the Prime Minister. Similarly, the state council appoints judges in the state courts after being recommended by the state judicial administration council.

?

Judges are appointed by the House of Peoples' Representatives. In view of this appointment, are judges free from influence by the government? Explain your answer.

You have seen above that judges interpret the law. In order for the law to be the governing body of the country it has to be properly interpreted without interference. Sometimes people interfere in the process of law and try to win decisions through different measures.

For this reason the judiciary system should be independent from all interference. Sometimes government officials who have violated the law want to avoid punishment. They may try to interfere in the fair judgment of the courts. This interference goes against the prevalence of justice. Therefore, the

Components of the Justice System

judiciary should be independent of the government or any other interference so that justice can be served.

In a totalitarian government the judiciary is not independent; it is controlled by the government. It becomes easier for government officials to abuse the legal system. When they commit a crime they could abuse the system so that they will not go to prison. To avoid these types of interference the judiciary system has to be independent. To this effect the FDRE Constitution, Article 78, states:

1. *An independent judiciary is established by this Constitution*
- and Article 79:
2. *Courts of any level shall be free from any interference of influence of any governmental body, government official or from any other source.*
3. *Judges shall exercise their functions in full independence and shall be directed solely by the law.*

CASE STUDY

Summary Execution during the Red Terror

In the early 1970s during the Derg regime, there was a massacre by the government of people whom it considered “Anti-revolutionary”. These summary executions occurred without any court proceedings. The people who ordered the killings and those who executed the order were not tried in a court. The court was not independent of the government and was a means to implement what the government wanted.



Why should what happened during the Red Terror not be able to happen in Ethiopia today?



Red Terror victims

In your Grade 9 studies, you saw what traditional and legal instruments of justice are. Here you will see the major similarities and differences of the courts in these two instruments of justice.

Traditional courts are those instruments of justice that are locally established by the people and are different from place to place. These courts function side by side with conventional courts. The values and norms of society are reflected in these

courts. Usually elders, who are considered to know the values and norms of society, are trusted to make the right decision. Some of the traditional courts operate based on their religion. For example, Sharia courts operate based on the principles of Islam and decisions are made based on the Holy Qu’ran and Hadith. However, in other traditional courts the elders or respected people are trusted to make the right decision without any written documentation.

Components of the Justice System

Divide yourselves into two groups in the class. One group will go and visit a traditional court. The other group will go and visit a conventional court. Present what you have observed in the class. After the presentation, point out the similarities and differences between the two types of courts.

REMEMBER

- Courts make judgment after examining both sides of a case.
- The judiciary system should be independent of all interference.
- Conventional courts are established by the Constitution.
- Traditional courts are those instruments of justice that are traditionally established by the people and are different from place to place.

4

LESSON

The Workings of the Court

By the end of this lesson, you should be able to:

- describe the duties of courts.

What are the duties of courts?

You have seen in the previous lesson that courts are agencies of the law and they should be independent without any interference. It is when the courts perform their duties independently that they could truly serve justice. In this lesson, you will discuss the judicial protection of human rights.

It is only when there is an independent and properly functioning judiciary that the rights of individuals can be protected. This is because it is primarily the law that guarantees human rights. This law can be properly implemented when there is an effective institution to interpret the law in day-to-day lives of individuals. If the right of an

individual is violated that individual has no other legal choice than to come to court for justice. If the courts are doing their work properly he or she will be able to get a fair judgment and justice will be served.

FDRE Constitution Article 37

1. *Everyone has the right to bring a justiciable matter to, and to obtain a decision or judgment by, a court of law or any other competent body with judicial power.*

The Constitution is the only guarantee individuals have that protects their rights. The Constitution clearly states the different rights of individuals such as the right to life and right to privacy. The courts are there to see that these rights are respected. In the event of violations of these rights of individuals, the courts have a stated system by which they will correct the injustice.

CASE STUDY

The Case of Ato Worku

Ato Worku works at a government office as a store manager. His boss wanted to give the job to his relative and without proper reason he fired Ato Worku. Ato Worku then appealed to the general manager but couldn't get any response. After a month, he sued the office at a local court. The court carefully viewed his case and after two months gave the verdict that

he should be reinstated in his job and that the office should pay his salary for the past months along with the payment he made to his lawyer. His boss was sentenced to pay for the damages that occurred.



Was this a good verdict? Explain your answer.

The Workings of the Court

CASE STUDY

Looting During the Change of Government

During 1991 the government changed and, for a small period of time, the courts and police were not functioning. Because of this the rights of people were not protected. There was a lot of looting and stealing from people's houses. The thieves felt confident that they would not be tried so they took the opportunity

In the absence of the judicial protection of human rights, there may be human rights abuses. Big institutions or people in government offices could abuse the rights of others and injustice would prevail.

Human rights' abuses take place in different forms. In some cases government officials become corrupt using their positions for their own benefit. They could also use military power to take advantage of individuals or groups without the presence of judicial protection.

Individuals could abuse the rights of others by using their money or power. In the absence of an effective judicial system there is no guarantee that human rights will be respected. Under these conditions people feel insecure about their lives and property. Those who are capable may protect themselves with their power.

The protection of human rights by the judiciary is very important. There are other elements that are required from the courts in order for them to function properly. One of the requirements is that the courts should treat every person as an individual and provide equal treatment. This means they have to be impartial and non-discriminating.

One way to avoid discrimination is to become non-partisan. Non-partisanship means being objective. The courts and public officials should provide services free of any political, racial, ethnic,

to have what they wanted. The streets were not safe. There were many crimes and human rights abuses during that time. Once the new government was established then many of the criminals were brought to account and forced to return the property that they stole.

religious or any other prejudice. This means the courts and public offices should not represent any political views and people who have different opinions should be treated equally in these places. Similarly people from different races and religious beliefs should be treated equally. This further ensures equality of the people and guarantees that the law treats people equally.

Another requirement is for the courts and public servants to be objective and not stereotype citizens. Stereotyping is based on a set of factual and fictional beliefs, about a certain group. It assumes that all members of a certain group will possess certain traits, often negative. Stereotyping leads to a bias against a certain group and their members. Bias leads to injustice and brings anger, frustration and hatred.

FDRE Constitution Article 33

2. *Every Ethiopian national has the right to enjoyment of all the rights, protection and benefits derived from Ethiopian nationality as prescribed by law.*

Write down ways in which you might be stereotyped.

?

Why might people say these things about you?

Would it be fair for people to say these things about you before they got to know you?

The Workings of the Court

REMEMBER

- In the presence of a properly functioning judiciary the rights of individuals will be protected
- In a society where there is no judicial protection of rights of individuals there cannot be peace and stability.
- The courts should be free of partisanship and stereotyping to make fair judgments.

5

LESSON

Fairness in Taxation

By the end of this lesson, you should be able to:

- explain the rights and duties of tax payers.
- describe methods of tax assessment in Ethiopia.

What rights and duties do you think tax payers have?

Discuss this issue in the class.

You have seen the different types of taxes in Grade 10. Here you will discuss the rights and duties of tax payers. As discussed in Grades 9 and 10, the government requires money to provide different services to its people. They have to pay their dues and demand that social services be provided for them from the government. Hence, citizens have a number of rights and responsibilities as tax payers.

The services that citizens demand from their government include education, health and other services such as licenses, identification cards, security services from the police and fire department etc. In addition to demanding these services, tax payers also have the right to information on the government budget. Annually the government presents a budget to the legislative body. After careful deliberation, the legislative body improves the budget and approves it.

This information and process has to be accessible to the public since the tax payer has the right to understand and comment on the budget. Similarly, at the end of the fiscal year, the government presents the performance of the different government institutions. The government also reports on how it spent the money it collected from tax payers.

Just as tax payers have rights they also have

duties. The primary and major duty of tax payers is to pay taxes. In doing so there are other duties they have to fulfill. First of all they have to honestly and exhaustively give all the necessary information for the finance authority. They have to explain what type of work they do, their income, who their employer is and how frequently they are paid. This enables the finance authority to levy the appropriate tax that should go to the government.

Some people do not disclose their income and so pay a smaller amount of tax. This is both illegal and unethical. They are denying the government the financial resources it needs for various activities. Evasion of tax means citizens are not fulfilling their civic responsibilities and are stealing from the government. Therefore, one of the duties of tax payers is to reveal their proper income. The other duty of a tax payer is to pay the appropriate amount promptly. It is important that the government gets the tax on time to engage in development activities and provide public services as planned.

Since all citizens benefit from the activities of the government, they should pay tax. Of course there are international principles that guide the collection of tax.

1. The “ability to pay” principle. This principle says that payment of taxes should be based on people’s ability to pay. It is only when a person has the capacity that he or she has to pay taxes. Those who do not have any income will not be able to pay taxes. In addition, in most cases, people earning a small income up to a certain threshold do not pay any tax.
2. The ‘Horizontal Equity’ principle. This principle says that people earning the same amount of income should pay the same amount of tax. For instance, two people

Fairness in Taxation

earning 5000 Birr each should pay the same amount of tax. This principle is put in place to preserve fairness.

3. The 'Vertical Equity' principle says people who earn different amounts should be taxed differently. This means people earning more income should be taxed more than people who earn less. In Ethiopia the progressive taxation system follows this principle.

Maintaining the above mentioned fairness

principles is very important. If the taxation system is not fair people will want to avoid paying taxes and will engage in contraband and similar tax fraud. As you have discussed in Grade 9 contraband is a case where people cheat the government and avoid paying trade taxes. This harms the country in many ways. First of all it denies the government of money it needs for the provision of different services. Also the government will not be able to finance development activities without the proper collection of taxes.

CASE STUDY

Value Added Tax System (VAT)

Value added tax is a consumption tax assessed on all kinds of business activities including the production and distribution of goods and services. It is a modern system of levying taxes on consumers for their purchases. It avoids double taxation so it preserves fairness. This is

because the service giver only pays the tax once to the government; that money is then reimbursed by the consumers in the tax they pay on the service or product. VAT was first introduced in France in 1955 and today about 128 countries use this system.

Debate

Horizontal Equity: Mr. X and Mr. Y both earn 4000 Birr. Mr. X has to support a family of 7 with his income while Mr. Y doesn't have any family. In addition Mr. X has a serious illness that requires expensive treatment that he pays from his income. Monthly both Mr. X and Mr. Y pay the same amount of tax to the government.



Divide yourselves into two groups.

- One group will argue it is fair that they pay the same amount of tax.
- The other will argue that it is not fair that they pay the same amount of tax.

REMEMBER

- ❑ Taxpayers have rights they could exercise with regards to the actions of the government.
- ❑ The primary and major duty of tax payers is to pay taxes.
- ❑ Ability to pay principle says that payment of taxes should be based on people's capacity to pay.
- ❑ Horizontal Equity principle says that people earning the same amount of income should pay the same amount of tax.
- ❑ Vertical Equity principle says that people who earn different amounts should be taxed differently.

UNIT SUMMARY

In this unit, you have focused on many ideas regarding justice. You saw the meanings of benefits and burdens and how they should be distributed fairly. You explored justice in the distribution of social services and national resources. The components of the justice system, courts, laws and judges were also discussed. You looked at the working of the courts and saw how they are essential for the protection of human rights. Finally, you have seen the purpose and the principles of levying taxation.

GLOSSARY

Benefit:	A service that supports those people in need.
Burden:	The contribution of each individual in the achievement of something.
Court:	An institution where the law is interpreted.
Judges:	People who administer the courts.
National resources:	The wealth of a nation.
Non-partisanship:	Being free from political, racial, ethnic, religious or any other leanings.
Social services:	Those services provided by the government for the benefit of the people.
Stereotyping:	A combination of factual and fictional beliefs about a certain group.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

- Which of the following is a national resource?
 - gold and minerals
 - the money in the Bank
 - the people
 - all
- Which of the following is a benefit for an individual?
 - welfare payments by a government
 - earnings from doing work
 - doing house work
 - (a) and (b)
- In Ethiopia the appointment of judges for the Federal Supreme Court is made by:
 - the Prime Minister
 - the State Judicial Council
 - the House of Peoples' Representatives
 - all

4. Stereotyping:

- is a combination of factual and fictional beliefs about a member of a group
- leads to bias
- leads to frustration and violence
- all

Part II – True or false

- Non-partisan means discrimination based on political, racial and religious views.
- A person should be benefited according to the burdens he or she is shouldering.
- The courts should have non-partisan belief but should use stereotyping in their decision-making.
- Without judicial protection the rights of individuals could be guaranteed.
- Progressive taxation is part of the principle of vertical equity.

Unit 5

Patriotism

Introduction

You looked at many areas regarding patriotism in Grades 9 and 10. You also learnt about a new dimension of patriotism that includes fighting poverty, terrorism and working for the public interest on voluntary basis. There will be more discussion in this unit on these and other topics related to national issues, including development and voluntarism.

Lessons

1. The Bases of Patriotism
2. Responsibilities Required from Patriotic Citizens
3. Issues of Development
4. Voluntarism on a National Basis

What you will learn

You will:

- recognize the new dimension of patriotism in contemporary Ethiopia.
- understand the basic historical developments of the Ethiopian flag.

- recognize the issues of development.
- appreciate the role of voluntarism on national issues.

Key words and concepts

- | | |
|----------------------|--------------------------|
| • Development | • Primary sources |
| • Ethics | • Secondary sources |
| • Historical account | • Voluntary organization |
| • Mortality rate | |
| • Prejudice | |

A sign of patriotism — Tirunesh Dibaba winning an Olympic gold medal



1

LESSON 1

The Bases of Patriotism

By the end of this lesson, you should be able to:

- enumerate the factors that contribute to the building of a sense of patriotism.

Why is it important to learn the history of Ethiopia?

History is a narration about the past based on facts. Every historian should use facts to write history. Even though most historical accounts are based on evidence, some of them can be misleading and far from the truth. This is because some writers use certain facts and even create evidences to construct history that is not true for whatever reasons.

It is important to understand history in order to understand the present. Knowing what has happened in the past can help us to understand and solve current problems. True history teaches us values whereas fabricated history creates false impressions that are used to mislead us. This means that the history you learn plays an important role in shaping your values and beliefs. This is why we say that understanding the true history is important in order to develop a sense of patriotic feeling towards our country. You have to search for the true history of Ethiopia to have clear understanding of the past and develop the sense of patriotism.

The role of a historian is to get closer and closer to the truth of the past. This requires gathering facts and evidence from reliable sources then refining and interpreting them with care.

History can be distorted because historians have different world views, political interests and motives. So there may be biased and exaggerated historical accounts to create a false impression and mislead people. You need to avoid these kinds of problems to know more about the history of your country. How can you do this?

- You can do this by reading a variety of historical accounts written by different historians. By doing this you can compare and contrast different historical perspectives and have a broad understanding of the past.
- You have to examine the sources, facts and evidence historians use to write history. Historians may use some sources that are less reliable. Histories written based on primary sources and other objective secondary sources are more reliable than histories distorted by personal views.

History of the Ethiopian Flag

Knowledge of your flag is one aspect of knowing your history. The flag in Ethiopia has a long history. It extends well over a thousand years. Some give a religious interpretation and trace the origin of the existing flag to a rainbow which appeared after the biblical flood.

Traditionally there was a tendency to relate the different colours of the flag with different regions: for example, red representing Tigrai, green for Shoa and

The Bases of Patriotism

yellow for Amhara. It is said that, during the tenth century A.D., a blue flag was in use in the country which was believed to have been changed to yellow during the time of Yodit's rule. Under the Zagwe Dynasty, it was assumed to have been replaced by a red flag. During the Gondarine period, especially at the time of Emperor Susenios, a multiple coloured flag appeared with an emblem on its top.

During the period of Emperor Tewdros II, a multi-coloured flag with an emblem of the Lion of Judah was raised close to the Emperor's tent. When Emperor Yohannes IV came to power it is said that there was a flag in red, white and green. Likewise, Emperor Menelik was believed to have used a flag in green, red and yellow. The present flag in green, yellow and red, however, probably became the national flag of Ethiopia during the time of Empress Zewditu Menelik in 1918.

The 1931 constitution of Ethiopia did not mention the national flag, but the revised constitution of 1955 stated the national flag should have horizontally arranged stripes of green, yellow and red. The emblem on the Ethiopian flag during Haile Selassie's rule was the crowned Lion of Judah. The constitution of the Derg changed the emblem to show the state ideology of socialism. With the transition to democracy, the 1995 Constitution maintained the flag of Ethiopia with the same colours but with a different emblem. The green indicates prosperity; the yellow, hope; and the red symbolizes the sacrifices to be made for the sovereignty of Ethiopia. The star with equidistant rays represents equality of all nations, nationalities and peoples as well as religions and gender.

? In groups, gather data from other students and staff in your school on how the national and regional flags are perceived. Share this information with the rest of the class.



The Ethiopian flag from the Imperial time up to the present

Respecting differences

You discussed tolerance in the previous grades. You need to use your knowledge to treat people with tolerance. Tolerance refers to an attitude of openness and respect for the differences that exist among people. Originally tolerance was used to refer to acceptance of ethnic and religious differences but now concepts of diversity and tolerance can

The Bases of Patriotism

be also applied to differences such as gender and disability.

Tolerance means accepting and valuing differences, bridging cultural gaps and discovering common grounds. It also means rejecting stereotypes and creating new relationships with people who differ from us. Tolerance is accepting equality of

citizens despite different backgrounds. It is about accepting and respecting people for who they are. It is not being tolerant of bad behaviours, because bad behaviour shows a lack of respect and care for others. Behaviours that disrespect or hurt others, such as lying and stealing, breaking social rules and laws, should not be tolerated.

Read the following quotes and discuss their meanings. You can do it in groups or pairs.

"The problem to be faced is how to combine loyalty to one's own tradition with reverence for different traditions." Abraham Joshua Heschel

?"The only way to make sure people you agree with can speak is to support the rights of people you don't agree with." Eleanor Holmes Norton

"I disapprove of what you say, but I will defend to the death your rights to say it." Evelyn Beatrice Hall

"The price of democratic way of life is a growing appreciation of people's differences, not merely as tolerable, but as the essence of a rich and rewarding human experience." Jerome Nathason

REMEMBER

- A good knowledge of history helps us to understand the present, solve current problems and develop patriotic feeling.
- The major goal of a genuine historian is to get closer and closer to the truth; to collect reliable data from different sources and interpret this data objectively.
- You get good values from true history; exaggerated and falsified history influences us to develop negative and biased attitudes.
- The present flag in green, yellow and red probably became the national flag of Ethiopia during the time of Empress Zewditu Menelik in 1918.
- The 1955 Constitution recognized, for the first time, the present colours of the Ethiopian flag.
- You have to use your knowledge of the past to understand differences and to treat people with tolerance.

2

LESSON

Responsibilities Required from Patriotic Citizens

By the end of this lesson, you should be able to:

- explain what the responsibilities of a patriotic citizen are.
- be patriotic citizens.

How do you know whether something is right?
Do you think that fighting to defend your country is right?

You learnt that patriotism has many meanings and dimensions. The traditional meaning of patriotism focuses on defending your country in times of war. It is mainly related to military engagements when your country is invaded. This is not the only expression of patriotism. For example, when you are concerned for the well-being of your community, or your country, you are being a patriotic citizen. Patriotic citizens not only think about the well-being of their country but they also act ethically. You have come across the word ethics and ethical in the previous textbooks. You have to get the clear meaning of the words.

The term ethics can be defined as the rules or standards governing the behaviour of a person or member of a profession. For example, different professions have their own ethics such as medical ethics or ethics of journalism. Ethics is a system of beliefs that deals with what is morally right

and wrong. Human societies have common values that govern their behaviours and actions. Our upbringing and religion are the main sources of our values, moral rules and norms that control our behaviour. Since we have values and moral norms we can evaluate what is right and wrong and then decide what is acceptable and unacceptable before making a decision. We deal with ethical decisions in our everyday lives. Most people do not steal because it is not morally right to take what does not belong to you, most do not lie because lying often hurts others. Social harmony is maintained when the majority hold the same set of moral standards. Therefore, as a patriotic citizen you have to act ethically.

What might you have to consider before making a moral decision?

Citizenship allows people to take part in society as active participants. To be a good citizen includes doing your part for the public interest, serving your community and promoting the development of democracy in your country. The contribution of every citizen can make a difference in promoting harmony and equality. We can promote peace, democracy and development when each citizen upholds the Constitution, carrying out personal and civic responsibilities.

Responsibilities Required from Patriotic Citizens

CASE STUDY

Chaltu is a nurse working at a government hospital in Ethiopia. Many patients come to the hospital from far away places because the hospital is a referral hospital. There are many patients on the waiting list as it provides good care. Some patients have chronic

diseases such as diabetes and cancer; they have to wait for several days in order to get treatment. A person offers Chaltu 500 Birr to get jump the queue and get treatment prior to all other patients on the waiting list.

- Do you think it would be ethical for Chaltu to accept the offer and give that person service prior to other patients? Explain your answer.
- What would happen if many other nurses working at the same hospital did the same for other people?

CASE STUDY

Aster is working in a government organization. She is working as a clerk in the Purchasing Department. Her boss continuously asks her for a date but she always refuses politely. He soon threatens that she could lose her job at any time. This makes Aster deeply uncomfortable and unhappy in her work. She spends much of the day avoiding her boss and is not able to get on with her work properly. She has spoken to other female members of the organization and has found that she is not the only person who he harasses. These other members of staff have started to gather evidence (dates and what was done) against her boss.

In groups of five, discuss the following questions and let your group leader summarize their points to the class.

- Why is what Aster's boss is doing, morally wrong?
- What advice would you give Aster?
- What do you think would happen to Aster if she exposed the wrong deeds of her boss?
- What might be the benefit of 'whistle blowing' in these kinds of situations?

CASE STUDY

Drunk drivers in a city in Ethiopia have recently killed six people. The police chief of the city ordered the police to arrest drivers who are drunk. One night a policeman found a man who was driving at high speed. When he stopped the car he found that the driver had been drinking heavily. The policeman

identified the driver as his friend. If he arrested his friend for drunk driving, the man may be sent into prison for at least a year and his family would suffer. The policeman was faced with a conflict. His duty was to arrest the driver and protect the citizens of the town but he also felt loyalty to his friend.

Responsibilities Required from Patriotic Citizens

Discuss the following in groups.



- How do you feel towards the driver? What is the impact of these kinds of actions on the lives of individuals, families and the country as a whole?
- Do you think that the policeman should arrest the driver? Give reasons for your answer.
- Should a person's actions be dictated by their duty as a patriotic citizen or their feelings at the time?

REMEMBER

- Patriotic citizens have many responsibilities including working for the well-being of their community and promoting the interest of their country.
- Our everyday activities involve ethical decisions because we assess what is right and wrong before we take action.
- Sometimes our private interests and the common good come into conflict.
- As patriotic citizens you are responsible to promote the public interest, serve your community and contribute to the development of democracy in your country.

3

LESSON

Issues of Development

By the end of this lesson, you should be able to:

- explain what development means.
- explain Ethiopia's potential for development.

How do you define the word development?

How developed do you think Ethiopia is?

The term development has several meanings. Development can be defined as growth, or reducing poverty and gaining more advanced and better living conditions. Therefore, fighting poverty promotes development. You learnt some of the indicators of poverty in Grade 10. It is important to remember the indicators of poverty to understand universal indicators of development.

There are several indicators of poverty: a high infant mortality rate, a very low-income level (for example, below one US dollar per day), a low average life expectancy and a low literacy rate. The major aims of development are to reverse these problems and increase the quality of life for people in low-income countries. When people in a country earn more money, fewer babies die, people live longer and all receive a good education, they can be said to live in a developed country.

We have mentioned that the major goal of development is to reduce or eradicate poverty. The Millennium Development Goals is a global campaign that aims to improve the living conditions of people in poor countries. To achieve its goal it focuses on tackling the problems of poverty. The following are some of the Millennium Development Goals that are targeted to be achieved by 2015.

- Reducing by two-thirds the mortality rate of children under the age of five;
- Eradicating gender inequality in access to education; this means eliminating gender disparity in primary and secondary education by 2015, and eradicating gender inequality in education;
- Increasing the income of poor people and reducing people who suffer from poverty and hunger; this includes reducing by 50 percent the proportion of people whose income is below one US dollar per day;
- Ensuring that all children in all countries are able to complete primary education; this means enabling all boys and girls in the world to get primary education.

Issues of Development

CASE STUDY

Development indicators related to five countries

Indicators	Ethiopia	Tanzania	Ghana	Kenya	Norway
Literacy rate	45.1%	80.5%	76.9%	86.9%	99%
Infant mortality rate	92	95	59	57	4
Life expectancy	49.2	46	59.1	55.3	79.7
Average income per person/GDP (US\$)	156.80	316	484.8	546.80	3,918.10
Population per Physician/doctors	34,988	44,133	11,111	7576	281

Source: Encarta 2008

Examine the figures in the table and compare and contrast the similarities and differences between the five countries.

- Which of the five countries is most developed? Why?
- Which country is least developed? Why?
- How does Ethiopia compare to the other less developed countries?
- What do you think is the role of Ethiopians to help meet the development goals?

Discuss your answers in groups.

CASE STUDY

Rates of infant mortality are one of the indicators of poverty as well as development. Child mortality rates are high in poor countries while the rates are low in developed countries. For example, deaths of infants under the age of five per thousand live births in Sub-Saharan Africa is 160; in South Asia it is 83; in the Middle East and North Africa it is 46; for East Asia

and the Pacific it is 29; and for Latin America and the Caribbean it is 27.

Source: Encarta 2008

Can you explain why infant mortality is higher in undeveloped countries?

We have recognized that Ethiopia is one of the poorest countries in the world; but this does not mean that Ethiopia is poor in all aspects. It is rich in natural resources such as rivers, wide areas of cultivable land and has a large amount of livestock.

It is also rich in human resources since Ethiopia has large number of working people. Ethiopia also has many tourist attractions. Harar, Tiya, Gonder and Axum are examples of popular historic sites. There are natural tourist attractions including the Bale

Issues of Development

and Semien Mountains that have beautiful scenery as well as endemic animals and birds. The people

of Ethiopia, with their different cultures, clothing, music, dances, houses and craft products, appeal to tourists.

CASE STUDY

Agricultural potential of Ethiopia

Ethiopia has a very high potential in the agricultural sector. For example, it has the greatest number of livestock in Africa, tenth in the world. Ethiopia also exports the most livestock in Africa. According to a sample census in 2001 and 2003, Ethiopia has:

- 40 million cattle
- 25.5 million sheep
- 23.4 million goats
- 2.3 million camels

In addition, Ethiopia has a suitable climate and type of soil for producing high quality tea, coffee, fruit, vegetables, flowers, cotton, oilseeds and pulses.

Discuss the following questions based on the case study.

- Do you think that Ethiopia really has a high potential in the agricultural sector? Why?
- Do you think that we are getting maximum benefit from our livestock resources? Explain your answer.
- Do you think Ethiopia has any other agricultural potential to promote its development?
- Why do you think Ethiopia remains poor if it has a high potential for development?

Rivers of Ethiopia

Several rivers originate from the Ethiopian highlands and flow to the lowlands then on to other countries. They include the Abay (Blue Nile), Awash, Genale and Wabe Shebelle. Ethiopian rivers have very high potential for hydroelectric power development and irrigation for agriculture. The Abay contributes more than 85% of the Nile water that reaches Egypt. Sudan produces about 80% of its electric power from the Nile River through its big dams called Roseires and Sennar. These dams also serve for irrigation to produce wheat and high quality cotton.

➤ Some people say Ethiopia is the water tower of Africa. What is your opinion on this?

- Do you think that we are maximizing the potential of our rivers to promote Ethiopia's development? Explain your answer.
- Ethiopia has many small rivers in addition to the big ones. How can we use them to promote the development of our country?

Issues of Development



Awash River



Abay River

REMEMBER

- ❑ Development can be defined as growth or change from poverty into more advanced and better living conditions.
- ❑ Indicators of poverty help you to understand universal indicators of development.
- ❑ The Millennium Development Goals focus on eradicating poverty; reducing infant mortality, increasing the incomes of poor people and providing a primary education for all.
- ❑ Though Ethiopia is one of the poorest countries in the world, it is not poor in natural resources such as rivers, wide areas of cultivable land, a large amount of livestock wealth and tourist attractions.

4

LESSON

Voluntarism on a National Basis

By the end of this lesson, you should be able to:

- explain voluntarism and its importance for addressing national problems.

What is the role of volunteering in promoting the national interest?

You discussed issues related to voluntarism in Grades 9 and 10. Voluntarism is contributing one's time or talent for educational, social, charitable and other purposes, freely without expectation of compensation. People in many countries contribute to the community through voluntary efforts. They do this by providing services such as caring for the poor, providing education and by involving themselves in various community development activities.

Though voluntary services can be provided on an individual basis, in most cases people with similar purposes form or join voluntary organizations to achieve common goals. There are many voluntary organizations that focus on different social, economic and environmental issues. Voluntary organizations are different from other organizations in some ways. For example:

- They are different from purely social groupings because they have some degree of formal organizational existence.
- They are non-profit making organizations.
- They are independent of government or

other public authorities and are free to govern themselves without interference.

- They are often active in the public arena and their activities are aimed at contributing to the common good.

Volunteers contribute to the well-being of others at various levels: local, national and international. There are millions of volunteers all over the world who work for the betterment of communities and nations. There are several thousand international volunteers who move outside their countries to provide voluntary services. For example, many volunteers have come from the United States, the United Kingdom and other countries to teach in schools, colleges, universities and hospitals and to provide services in Ethiopia.

Voluntary activities or organizations at community, national or international levels share a common goal: they aim to promote the well-being of people. But they differ from each other based on their focus. Some voluntary activities focus on local and community problems such as water shortages, school or health problems. Other voluntary organizations focus on national issues such as fighting against HIV/AIDS, gender inequality and poverty.

People participate in voluntary activities to promote the interest of their country in many ways. They contribute their money, talent and time for the sake of the national interest. Voluntary efforts have served many purposes in the time of peace and war.

Voluntarism on a National Basis

CASE STUDY

Tolosa is a teacher in one of the primary schools in Oromia Region. He was a student of the same school. The school lacks many facilities, including desks, and the building has not been maintained for years. Some of the doors and windows are broken.

Tolosa decided to do something by mobilizing the local people and former students of the school. First he went to the elders in the village and persuaded them to support him. He told them his plan was to collect money from the village people and ex-students of the school. They agreed. He sent messages to former students of the school who live in different parts of the country. Then he formed a committee that included people from the village and teachers of the school.

The committee managed to collect 48,013 Birr. Some people donated furniture and equipment for the school. The school ended up with new desks and chairs, the broken doors and windows were fixed and the walls were decorated.

- Do you know people like Tolosa who take the initiative for these kinds of voluntary activities?
- What is the significance of such voluntary activities in promoting national development?
- List problems that might be solved through these kinds of voluntary activities at a community level.

For example, thousands of Ethiopians have contributed their efforts and lives to defend the freedom and independence of their country. During the period of the Italian invasion (1936-1941) Ethiopians offered strong resistance organizing themselves into patriotic groups. They formed secret groups to spy on enemy positions and they created war plans. They attacked the convoys of the enemy, prisons and camps. Women patriots contributed by taking part in the fight against the enemy, nursing wounded patriots, providing food and comfort and working as spies. Those Ethiopian patriots continued their struggle until the Italian forces were pushed out of the country. They did this without the expectation of pay or other material gains.

Citizens can involve themselves in many activities to promote national interests. In our society there are many areas where help is required to support the members of our community and to benefit our society as a whole. Any activity you can involve yourself in that is of benefit in an area that

requires assistance will be a positive advantage in the long run. For example, our environment needs to be cared for, this could include removing rubbish from an area of beauty or planting trees in a place of deforestation. There are many poor members of our society who could benefit from help, such as the elderly and street children. Giving your time to help to raise awareness on the issue of HIV can save the lives of others in the future. Your voluntary activities can change the lives of others and support the development of Ethiopia.

Through volunteering you are not only supporting your country but may also gain valuable skills and experience. Many volunteers feel great personal satisfaction when they give their time to serve worthy causes. They often meet new people and make new friends. Volunteering has also been a way for many people to move into new careers, by volunteering first to get into an organization. There are many benefits to volunteering both personally and for society.

Voluntarism on a National Basis



- Identify areas in the Ethiopian Constitution where voluntary services may be required in order to uphold the rights of citizens.
- Choose one that interests you and identify what voluntary activities could support this right.

CASE STUDY

Since there is no modern health institution for heart surgery in Ethiopia, people with heart problems have to go to Europe or America to get medical treatment. Most of the people, including children with chronic heart problems, lead painful and hopeless lives because they are not able to travel abroad due to the cost of the treatment.

Belay Abegaz is a medical doctor who has lived abroad for many years. He came back to this country, volunteering to help his people. He quit his job and attractive income because of his dream of saving the lives of children suffering from heart diseases. He came to Ethiopia aiming to help children who suffer from chronic heart problems. To achieve this he founded Children's Heart Fund of Ethiopia (CHFE). With the help of his friends, the people and

the government, he started the construction of the building for the Cardiac Centre. He gained support to get medical equipment and professionals from abroad. Belay always says that he is happy to come to this country to help children suffering from heart diseases.

Source: adapted from Kum Neger. Amharic Magazine, Volume 5, Number 58, November 2006, Addis Ababa

What do you think of Dr Belay's voluntary work?

?

How can he be seen as a role model for others?

Do you know other volunteers? What do they do and why do they do it?

REMEMBER

- ❑ Voluntarism is contributing one's time or talent to help others in the community and to promote the national interest without regard for compensation.
- ❑ Though voluntary services can be provided on individual basis, in most cases people with similar purposes form or join voluntary organizations to achieve their common goals.
- ❑ Volunteers contribute to the well-being of others at different levels: local, national and international.
- ❑ A patriotic citizen participates in voluntary activities to promote the interest of her/his country by defending sovereignty, promoting development and defending the rights of citizens enshrined in the Constitution.

UNIT SUMMARY

A good knowledge of history helps us to understand and solve current problems and develop patriotic feelings. Citizens have a responsibility to work to promote the interests of their country. You have to know that our actions and decisions are related to ethical questions because we assess what is right and wrong before we do something. We are responsible for promoting the public interest but sometimes our personal interests and the common good come into conflict.

Promoting development is one of the main responsibilities of patriotic citizens. There are universal indicators of development. Some of them are income level, average life expectancy, infant mortality and literacy rates. The Millennium Development Goals include reducing infant mortality rates, eradicating poverty and eradicating gender inequality in education. Though Ethiopia is one of the poorest countries in the world, it is rich in natural resources such as rivers, wide areas of cultivable land, livestock and tourist attractions.

Volunteering is an important way of contributing for the development of the country. People who share similar purposes form voluntary organizations to achieve common goals. Volunteers contribute for the well-being of others at the local, national and international levels. A patriotic citizen has a responsibility to promote the interests of their country, defend its sovereignty and territorial integrity, promote its development, defend the Constitution and maintain domestic peace.

GLOSSARY

<i>Ethics:</i>	A system of accepted beliefs which control behaviour.
<i>Historical account:</i>	A description of a historical event.
<i>Infant mortality rate:</i>	The number of child deaths (under 5 years) within a particular country per 1000 live births.
<i>Prejudice:</i>	The unfair and unreasonable opinion or feeling, especially often based on a stereotype.
<i>Primary sources:</i>	Sources which are first hand and more reliable sources of history.
<i>Secondary sources:</i>	Sources which are not products of the period and place of a historical event.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – True or false

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Historical accounts written by professional historians always reflect the truth so there is no need to question their reliability. | <ol style="list-style-type: none"> 2. All sources of history are equally important in terms of their reliability. 3. Voluntary organizations can influence the development of Ethiopia. |
|---|---|

4. Voluntary organizations should be independent of government but obey the laws of the country where they work.

Part II – Short answers

1. Why is history important for development?
2. What is development?
3. Does Ethiopia have high potential for development?
4. Why is volunteering necessary for promoting national development?

Part III – Multiple choice

1. Which of the following does not go with primary sources of history?
 - (a) a history book written by professional historians
 - (b) written materials such as letters, diaries, coins and ornaments
 - (c) statues and ancient buildings
 - (d) inscriptions and wall paintings
 - (e) (a) and (d)
2. Which of the following is false about the Millennium Development Goals?
 - (a) eradicating gender inequality in education

- (b) reducing infant mortality by ninety percent
 - (c) making poor people rich
 - (d) providing primary education for all children of the world
 - (e) none of the above
3. Which part of the world has the highest infant mortality rates?
 - (a) North Africa
 - (b) Sub-Saharan Africa
 - (c) Latin America
 - (d) South Asia
 - (e) East Asia
 4. Which of the following is true about voluntary organizations?
 - (a) they are non-profit making organizations
 - (b) they are independent of government
 - (c) they contribute to promote the common good
 - (d) they often work with the government and other organizations to solve common problems
 - (e) all of the above

Unit 6

Responsibility

Introduction

In this unit, you will learn more about your responsibilities. As a member of society, you have certain moral and legal obligations to observe. Your existence is intimately linked with your environment and you have a responsibility to protect it. Both as a citizen, and as a human being, you have the responsibility to help combat the spread of HIV/AIDS. When you fulfill your responsibilities you are contributing to the development of the country.

Lessons

1. Citizens' Obligations in Society
2. Responsibility for the Consequences of one's own Actions
3. Responsibility in Respecting Moral and Legal Obligations in Society
4. Responsibility for Protecting the Environment
5. Responsibility to Overcome Wastage of Public Property
6. Responsible Behaviour against HIV/AIDS

- appreciate the responsibilities of citizens to protect the environment.
- recognize the responsible behaviour expected of citizens to stop HIV/AIDS.

Key words and concepts

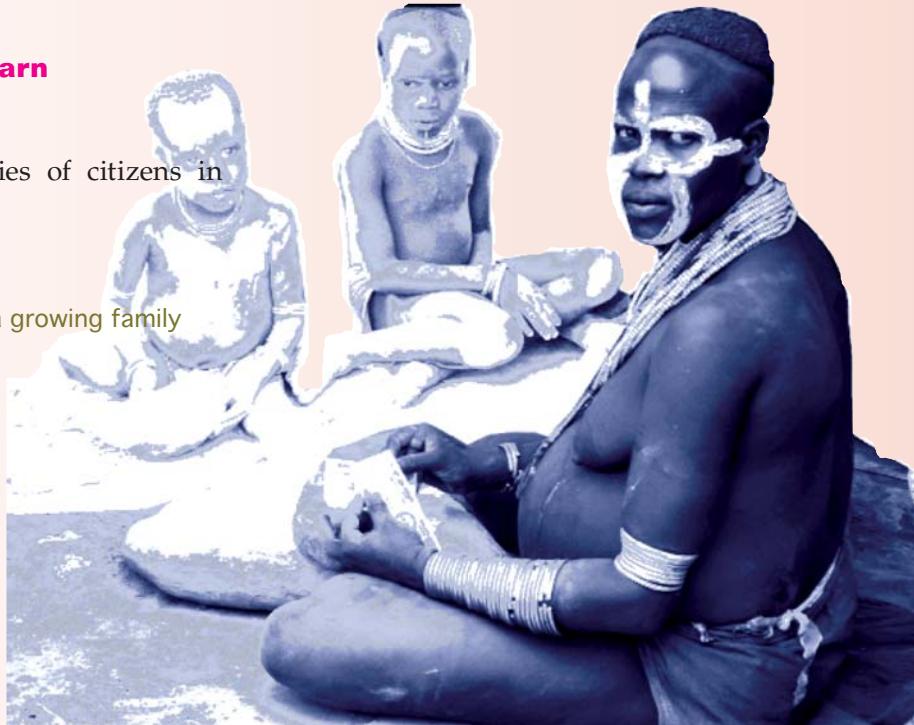
- | | |
|--------------------------------|------------------------------|
| • Citizen's obligations | • Legal obligations |
| • Environmental responsibility | • Moral obligations |
| • Environmentalist | • Upholding the Constitution |

What you will learn

You will:

- understand the responsibilities of citizens in society.

Mother having responsibility for a growing family



1

LESSON 1

Citizens' Obligations in Society

By the end of this lesson, you should be able to:

- explain what responsibilities citizens have towards their society.
- perform your duties in society responsibly.

What are some of the obligations you have in society?

Every person in society has some obligations to undertake. Fulfilling obligations is the basis of social life and allows you to use your rights. Some of the obligations citizens have in society include the following:

Participation in the political process

In a democracy, citizens have the right to participate to make their own life better. Thus, as a citizen, you



Public participation

have the right to debate on public issues so as to influence government policy makers. Also, you have the right to take part in elections, and contribute to the development of your community and the country. If you fail to exercise this right, you may make your life worse as your view might not be put forward.

Negotiate and compromise to resolve conflicts

Individuals and groups may have conflicts or misunderstandings on issues but, what is important, is to be able to solve them. Conflicts occur for many reasons but all should be settled peacefully.



Traditional way of conflict resolution

Citizens' Obligations in Society

When parties in conflict agree to give up some of their demands and accept the rights of others, a compromise may be reached. Negotiation and compromise are key to resolving conflicts. You have to be able to develop an ability to negotiate and compromise in order to live in peace.

What political issues are of great importance to you? Do your friends and family agree and hold the same position on these issues? How do you make your point heard when others do not agree?

CASE STUDY

There are instances of conflicts in the regional states arising from claims of territory among peoples who share borders. Such claims exist between the regional governments of Oromia, Somale, the SNNPR, etc. The regional governments are not expected to resort to the use of force to settle such conflicts. Instead, what the regional governments do is to try to solve the problem through negotiation and compromise.

They are expected to build on this tradition whenever conflicts arise. Once conflicts are resolved this creates a favourable condition to work together for common objectives.

Discuss how you resolve conflicts that may appear in your life. Use examples to explain your method.

Appreciating individual and group differences

Individuals are different both physically and in their ideas. For example, you might be tall or short, fat or thin. When it comes to viewpoints you can be different from your friends. Differences in opinions and viewpoints among individuals or groups create the opportunity to develop and gain better ideas to share. You have to develop a culture of appreciating individual and group differences. This helps create a good environment in which you can work together with others.

Paying fair taxes

Social development can be achieved when a government has money to invest in its development. Most of the money is obtained from taxes that

citizens pay from their earnings and when they buy goods. You are required to pay tax proportional to the income you generate. The tax you pay is invested in places like schools, hospitals and health care centers. The money benefits you and society.

As a citizen, you are required to perform activities that give you a sense of responsibility. Any duty you have to undertake may require time to accomplish. Time is an important factor in your daily activity. Thus, you have to take responsibility to finish the activities that you are committed to within the time set.

Form groups to discuss the ways in which appreciating differences, paying tax and performing responsibilities, help society to develop.

Citizens' Obligations in Society

REMEMBER

- ❑ Fulfilling obligations is the basis for social life.
- ❑ You have to develop the culture of appreciating individual and group differences.
- ❑ Every person living in society has some obligations to undertake.
- ❑ In a democracy, citizens have the obligation to be active participants in the political life of society.
- ❑ Individuals and groups could develop conflict or misunderstanding, but the point is to be able to solve it.
- ❑ Differences in opinions and viewpoints among individuals or groups could create an opportunity to debate and get better ideas to understand each other better.
- ❑ Citizens have an obligation to pay money to the government as tax.

2

LESSON

Responsibility for the Consequences of one's own Actions

By the end of this lesson, you should be able to:

- explain what is meant by 'promise' in a social context.
- describe how executing responsibilities have either rewarding or punishing consequences.

Give an example of a time that you have made a promise? Did you keep that promise? What were the consequences?

Promises are frequently kept and broken by people all over society. You may make a promise to your friend, or to a member of your family. For example, you may have been asked to keep a secret or perform a task. Whether or not you keep the promise is up to you, however, there will be consequences either way.

Breaking promises can lead to serious problems both at the time and in the future. The immediate effect will instantly be apparent, however, the long-term result may be far worse. A politician who breaks a promise is unlikely to be respected and re-elected in the future. A friend who tells a secret is unlikely to be trusted and told other secrets later on. Through breaking promises you break the bond of trust.

In society we have many different responsibilities that we are expected to take on throughout our lives. If we behave in a responsible way then we are likely to be rewarded for our actions. If you take on responsibility well, then you may be given greater

responsibility in the future, often with greater reward. Failing to be responsible will often lead to a person missing out on future opportunities, though sometimes they may be punished as well.

For example, in school there are many ways that you can prove that you are a responsible student. These could include always completing your homework on time, offering to help when the teacher requires an assistant and volunteering to perform tasks outside of the class. If you take on the responsibility of running a club in school you may be asked to help run an important function where you are well rewarded for your efforts.

Give an example of a time when you took on a responsibility. What was it, and how did you respond to the situation? Were there any consequences to your actions?



A court of law in session

Responsibility for the Consequences of one's own Actions

CASE STUDY

The consequences of failing to undertake responsibilities

During a community election there were two groups campaigning for office. Consequently, the group that succeeded in having its candidate elected were happy. Members of the groups that lost the campaign decided not to participate in future elections. They argued that the person elected was not capable of doing good for the community.

In the next election, they were onlookers and the same person was elected again. They discussed among themselves and realized that it was a mistake on their part to boycott the second election.

In the third election, they participated and succeeded in having the person of their choice win. They were happy to see their participation had made a difference.

Form groups to discuss what lessons you can draw from this case. Group leaders should present their ideas to the class for more discussion.



Active citizen's participation during an election

REMEMBER

- ❑ Promises are frequently kept and broken by people all over society.
- ❑ Whether or not you keep the promise is up to you, there will be consequences either way.
- ❑ While living in society, there are many responsibilities that you have to fulfill.
- ❑ During national elections, you have the responsibility, and at the same time the right, to actively participate.
- ❑ Failing to contribute to enhance democracy could give way to dictatorship.
- ❑ If we behave in a responsible way then we are likely to be rewarded for our actions.
- ❑ Failing to be responsible will often lead to a person missing out on future opportunities.
- ❑ The democratic process in the country can be strengthened when every citizen has a role to play.

3

LESSON

Responsibility in Respecting Moral and Legal Obligations in Society

By the end of this lesson, you should be able to:

- describe citizens' moral and legal obligations in society.

List five responsibilities you have in society.

There is a very telling famous old saying — “*When you are in Rome, live like the Romans.*” This is to mean that people who live in a given society should live respecting the moral and legal systems of the society. Social morality is built on the norms, values and ethical standards of people who live in it. The legal system in society is based on morality. When you live in any society, it is necessary to learn about its norms and values in order to fit in. If you change your place of work and live elsewhere, you have to learn about the legal system and the norms and values of the new society you live in as they may differ slightly from your own.

Knowledge about the moral standards of a society is important because there are expectations that you may discover to be different from your own.

You have a moral obligation to respect individual and group rights. You are obliged to respect the differences between people that exist in society.

Legal obligation means respecting the Constitution and all other laws of the country. To respect the Constitution means to respect all its provisions and other laws that are derived from it. Respecting the rights and equality of nations, nationalities and peoples of Ethiopia is underlined in the Constitution. Thus, you have the legal obligation to treat all Ethiopians as equals. Without respecting the Constitution and other laws of the land, as legal foundations, peace and stability cannot be maintained and development achieved.

? Form groups to discuss and list some of your moral and legal obligations.



Pedestrians walking on zebra-crossing

Responsibility in Respecting Moral and Legal Obligations in Society

CASE STUDY

Abebe is a successful artist. He enjoys the rewards of his success and produces many works that are popular with both Ethiopians and tourists. He is also a popular figure in his community as he takes time to look out for the elder members there. He lost his parents at a young age and was taken care of by many of these people. He now takes the responsibility to support them with what they need.

He feels an obligation to repay them for their kind deeds in the past and to share in his own success. If

he did not fulfill this duty then it would be likely that these people would suffer.

As a responsible citizen, he not only helps people in the community, but he also pays taxes.

- What is a moral and legal obligation?
- What kind of person do you think Abebe is?
- What moral obligations do you fulfill in your community?



The elderly given privilege and respect

REMEMBER

- Social morality is built on the norms, values and ethical standards of society.
- The legal system in any society is based on morality.
- You have a moral obligation to respect the rights of individuals and groups.
- You have the moral obligation to respect differences in people that exist in society.
- Legal obligations means respecting the Constitution and other laws of the country.

LESSON

4

Responsibility for Protecting the Environment

By the end of this lesson, you should be able to:

- explain the necessity of protecting the environment.
- refrain from damaging the environment.

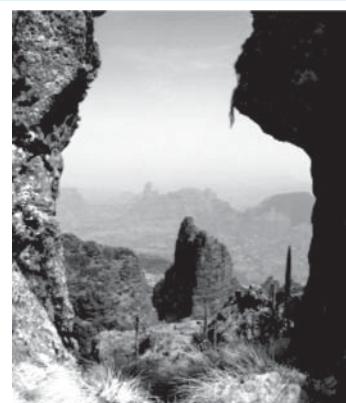
Give one example of how you can help to protect the environment.

The environment is the area that you live in and the natural world around you. Our environment is the source of life and its very foundation. It is shared by all that exists in it. It is the responsibility of every human being to protect the environment for a better life. You have a role to protect and preserve the environment to make it a place comfortable to live in. The preservation and protection of trees, vegetations and wildlife is needed. We have to keep the land, air and water clean and free from destruction and pollution.

There are different types of vegetation and wildlife in the different parts of the world. There are plants and animals found only in Ethiopia. For example, the Walia Ibex in the Semien Mountains National Park and the Red Fox in the Bale Mountains National Park are found only in this country. It is in the best interest of Ethiopians to protect this wildlife. It is also important to protect the forests of the country where the wildlife lives. Citizens have a responsibility to replant trees where they are sparse or destroyed. Protecting the natural vegetation enriches the topsoil and maintains its fertility. This

in turn helps develop agriculture in order to feed people. Mismanagement of the environment poses health risks and brings about ecological crisis.

Your responsibility extends far beyond preserving the natural environment. It includes caring for the cultural and historical heritage. Preserving the cultural and historical heritages means protecting the achievements of generations of the past. Cultural artifacts and historical heritages, such as obelisks and monuments have to be preserved as these are links between the generations of the past, present and future. They are living testimonies to the history and culture of the people who had once lived on the land. Preserving them has rewards for people who are living now and those in the future. One of the rewards is the income generated through tourism. Eco-tourism in the country will be able to generate income to promote development. This will contribute to improving the living standards of the people.



Semien Mountains National Park

Responsibility for Protecting the Environment

Copy this table. Form groups to discuss what you can do to preserve and protect your environment, the wildlife and historical heritages of the country. Fill in the copy. Examples are given.

?	What you can do to preserve/protect the environment?	What you can do to preserve/protect the wildlife?	What you can do to preserve/protect the historical heritages?
1	Do not drop litter	Stop unlawful hunting	Learn more about the sites
2			
3			



The Tiya stones — historical heritages



Zebra in Nech Sar National Park at Arba Minch



Yellow billed and Marabou storks in the lakes region

Responsibility for Protecting the Environment

CASE STUDY

Wangari Mahtay: an environmental activist

Wangari Mahtay is a Kenyan who is well known for her campaign to protect environment. She worked hard to raise public awareness and influenced government policies through demonstrations and public speeches. She has said, *“The generation that destroys the environment is not the generation that pays the price.”* Her good example is an encouragement for all Africans to do the same to protect their environment. Her untiring campaign led to her receiving the Nobel Prize.

Ways to protect the environment include planting trees and keeping areas free from litter. Rubbish needs to be reduced and dealt with properly, not dumped into our waterways and common areas. Goods should

be bought as locally as possible to reduce pollution from transportation, and they should be looked after properly to reduce waste. Water and electricity should be used carefully as their wastage leads to wastage of our natural resources that is also harmful to the environment. Travel by car causes harmful air pollution that chokes cities and makes people ill; short journeys should be done on foot where possible.

Are there any ideas from this case study and the next one, that you could use to help protect the environment that you live in? How can you put them into action?

CASE STUDY

Red Fox: an endangered species

The Bale Mountains National Park is home to the Red Fox. This is a wild animal found only in Ethiopia. Those that have settled in the park threaten the existence of the wildlife there. The new settlers have started farming and cultivating crops by removing the forests. Their domestic dogs have started mixing with the Red Fox and some instances of cross-breeding have already taken place. Rabies, transmitted from the dogs, has killed many Red Foxes.

This is a clear case of an alarming situation that calls for action to stop the danger. Unless prompt action is taken, the Red Foxes are going to disappear for good. This story appeared in the national media some years ago. It is the responsibility of everyone to play a role to protect the Red Fox from extinction. If we fail to preserve the wild life in the park, generations to come will blame us for destroying the Red Fox and for failing to do the right thing.



Responsibility for Protecting the Environment

CASE STUDY

Susenios Castle: a cultural heritage to be saved

On the western side of Lake Tana there is a big castle similar to those found in Gondar. It is named Susenios Castle after one of the emperors of Gondar. It has the potential to be a significant tourist attraction.

This castle is located a long way from the main road to Gondar. Because there is no road to access it, a four wheeled vehicle is necessary to reach it. Due to its inaccessibility, many Ethiopians do not know about it. Unfortunately, at present, the castle is in a very bad shape, and may even collapse in a few years to come. Part of its structure has already been out of shape, like some similar castles on the road to Gondar.

Such priceless historical heritages must not disappear due to neglect. The federal and regional governments and the people have a responsibility to unite and act fast in order to save Susenios Castle and similar sites.



Are there any cultural heritage sites near where you live? Do they need help to be saved?



Yeha



A church in Lalibela

There are many architectural remains that reflect the history of the country

REMEMBER

- The environment is the area that you live in and the natural world around you.
- Our environment is the source of life and its very foundation.
- It is the responsibility of every human being to protect the environment.
- There are many ways to help protect the environment and we must be aware how to improve things.
- Preserving the cultural and historical heritage is important for attracting visitors and creating pride in our history.

5

LESSON

Responsibility to Overcome Wastage of Public Property

By the end of this lesson, you should be able to:

- explain what public properties are.
- explain how to avoid wastage of public property.

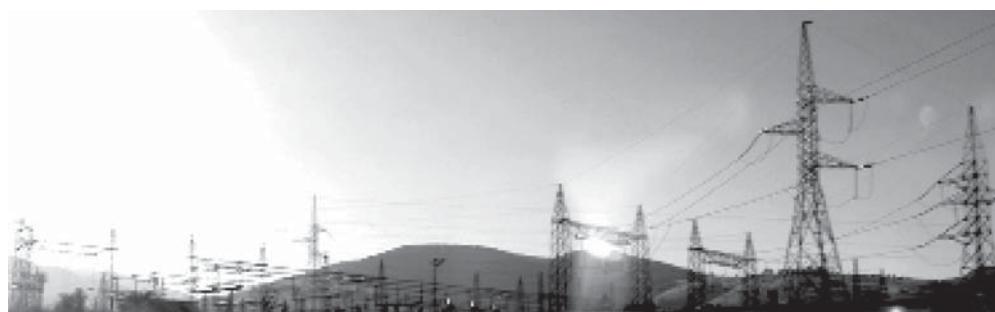
What places do you know of that are not looked after properly?

Public property is land or buildings that are for the use of everyone. This may include all those properties in your school, public toilets in your surroundings and others. Public properties also include those owned by government like power generating plants, electric power transmission towers across the country, roads, telecommunication networks and hospitals. These are public property and are important for citizens who require their services. As a citizen, you have the responsibility to protect such properties for future use.

You might have heard that some individuals dismantle high-tension transmission towers for their

selfish interests. This act causes power disruption. Factories on the same network are forced to stop production. This in turn damages the national economy. You have a responsibility to protect public property from destruction and expose those who are involved in such a harmful activity.

You have a part to play in caring for public property, starting with your own family and school property. Public schools are run with the taxpayers' money. Every citizen who earns an income must pay some tax to support him or her. The tax collected in the country is allotted to construct schools, hospitals, roads, airports, telecommunication networks, hydroelectric power plants, universities, research centers and other institutions. At present you are using the facilities of your school. If you join a university you will use the facilities there. At home you may have electricity, running water and telephone services. These services continue to reach every household when you play a role to protect them from those who cause destruction.



High voltage power lines and pylons

Responsibility to Overcome Wastage of Public Property

Strong legal action is taken against those who are found destroying and misusing public property. You have to be part of the process to make the legal system work to check and control those who destroy public property. You should have pride in protecting your surroundings. Certainly, for example, you want your schools to look good and be a pleasant environment. In doing so you contribute to the national cause to stop wastage of public property and promote development.

Form groups to discuss how you can protect public property from destruction and damage.

?

You should come up with a plan for protecting school property. How can you encourage other students to respect your learning environment?

CASE STUDY

In a school, students and staff organized a competition to identify which grade section would become the best keepers of school property. Each grade section, and its members, who performed best, were awarded a certificate.

The selected sections from each grade level were further screened to choose the one that was the best in the whole school, taking into account its additional contributions to look after the school property. The winning section got the 'best section certificate' which was posted on the school notice board.

?

Form groups to discuss the case study. What lessons do you learn from it? Could you do the same in your school? Would this really encourage a sense of respect for property? Explain your answer.



Damaged school property

REMEMBER

- You have a responsibility to protect public property from destruction.
- As a student, your part in caring for public property starts with taking care of school property.
- Legal punishment is enforced on those who destroy and misuse public property.
- Public property is land or buildings used by citizens.
- You should have pride in protecting your surroundings.

LESSON

6

Responsible Behaviour against HIV/AIDS

By the end of this lesson, you should be able to:

- explain the history of HIV/AIDS.
- describe how HIV/AIDS is transmitted.
- protect yourself from HIV/AIDS.

List three ways a person can contract HIV.

There are different viewpoints surrounding the rise and development of HIV/AIDS. So far, the origins of HIV and first cases of AIDS are not clear. The illness first came to be known in the early 1980's in the USA. Some would like to push the origin of HIV as far back as the 1940's but there is no solid evidence for this. There are a number of theories on the origin of AIDS.

HIV is a virus that is contracted through the exchange of body fluids. It weakens an infected person's immune system so that, when they contract an illness, their body is not able to fight to get better. This means that the person is likely to die of the illness, such as TB or bronchitis. The person would then be said to have had AIDS.

It is important for you, and the people around you, to be aware of how you can contract HIV. An exchange of body fluid can occur in many different ways; here are some of the most common in Ethiopia:

- Unprotected sex.
- From mother to baby during birth.

- From mother to baby while breast feeding.
- Through unsterilised equipment when tattooing, scarring, circumcising or during female genital mutilation.

The risk of contracting HIV in Ethiopia is high and, due to its rapid spread across the country, we have to take great care to avoid infections. One way to help protect ourselves is by using a condom when having sex as this creates a barrier between body fluids. Another way is to make sure that equipment used to cut the body is properly sterilised.

It is advisable to have an HIV test. If you are an expectant mother who has HIV then your baby does not necessarily have to contract the virus. Most babies become infected during birth, however this risk can be reduced if a woman takes action soon enough. She needs treatment during her pregnancy and her baby should be treated at birth and over the first 7 days.

Another reason you should be tested for HIV is because you need to start treatment as soon as possible. If you wait to see symptoms, then it may be too late for you to receive treatment.

We need to make sure we take every precaution to protect ourselves, and those around us, from contracting the virus. It is important that we are tested for the virus so that we can get treatment if we have it and protect others from getting it.

Responsible Behaviour against HIV/AIDS

Form groups to discuss on the development of HIV/AIDS, ways of transmission and the challenges HIV/AIDS poses against humanity in general. Group leaders should present their ideas to the class for more discussions.

CASE STUDY

The story of Berehane Kelkay

Married at age 16, Berehane from Awassa became an AIDS widow and mother of three. In 1998 she was the first person to publicly reveal her HIV positive status.

Five years after her diagnosis, she set up the Awassa branch of Dawn of Hope in 1998. Then, in response to the problems that HIV positive women were facing, she initiated and established an association of HIV positive women called Tila Association of Women Living with HIV/AIDS.

Source: United Nation Population Fund (UNFPA) Ethiopian Millennium Edition. 2007/2008

Why are women at a higher risk of becoming HIV positive than men? What steps can be taken in your school to help reduce the risk to girls?



Children born with HIV/AIDS need special care

REMEMBER

- ❑ There are different viewpoints surrounding the rise and development of HIV/AIDS.
- ❑ It is difficult to determine how, where and when AIDS and HIV started in the world.
- ❑ HIV is a virus which leads people to die from AIDS related illness.
- ❑ Unless people throughout the world develop the awareness to stop it, the disease is going to be a serious threat to the very existence of the human species.
- ❑ At present, more than 10,000 new infections take place in the world everyday.
- ❑ HIV/AIDS poses a serious health problem because it attacks the most active section of the population.
- ❑ The illness first came to be known in the early 1980's in the USA.

UNIT SUMMARY

In this unit, you learnt about the obligations you have in society. You have realized that you have many responsibilities. When failing your responsibility as a citizen, you will face many problems. You are taught that your responsibility extends to include protecting your environment and historical heritages. Protecting public property and playing a role to combat HIV/AIDS are part of the responsibilities you have. Fulfilling your responsibilities gives you the freedom to use your rights.

GLOSSARY

<i>Citizens obligations:</i>	The range of obligations that citizens of a country have.
<i>Environmental responsibility:</i>	The responsibility people have to protect the environment they live in.
<i>Environmentalist:</i>	One who is actively engaged to protect the environment.
<i>Legal obligations:</i>	The obligations citizens have as required in the legal system of a country.
<i>Moral obligations:</i>	The obligations individuals have related to the moral requirements of a society.
<i>Taxes:</i>	The revenue that government collects from citizens who earn some income.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

- For which one of the following do you not have any responsibility?
 - when dealing with friends and classmates
 - when dealing with family members
 - when cutting flowers from your school garden
 - none
- Which one of the following is your obligation as a citizen?
 - respecting the cultures of others
 - considering others' religion as good as yours

(c) contributing to protect the school property
 (d) all

- What do you understand by the term wildlife?
 - the cats and the dogs you see around
 - the animals which help men to do work
 - the birds, reptiles and animals who live in the forests, lakes and rivers
 - none

Part II – True or false

- Responsibility implies important roles for you to do or not do.

2. You have a responsibility toward others but not yourself.
3. Moral and legal responsibilities support each other.
4. It is necessary to protect the environment from those who advance selfish interests.
5. HIV/AIDS is not a disease to be frightened of.

Part III – Short answers

1. State some of the responsibilities you have to protect the environment?
2. How do you combat HIV/AIDS?
3. What are your responsibilities at school?
4. In what ways do you contribute to protect historical/cultural heritages?
5. How do you care for public property?

Unit 7

Industriousness

Introduction

In this unit, we will be exploring the respect that different types of work deserve. You will examine work ethics more deeply. You will also see the relationship between work and economic development.

Lessons

1. Respect for Work
2. Ethical Work Conduct
3. Hard work and Development
4. Policies and Strategies for Development

- realize the relation between work and development.
- appreciate the necessity of policies and strategies for development.

Key words and concepts

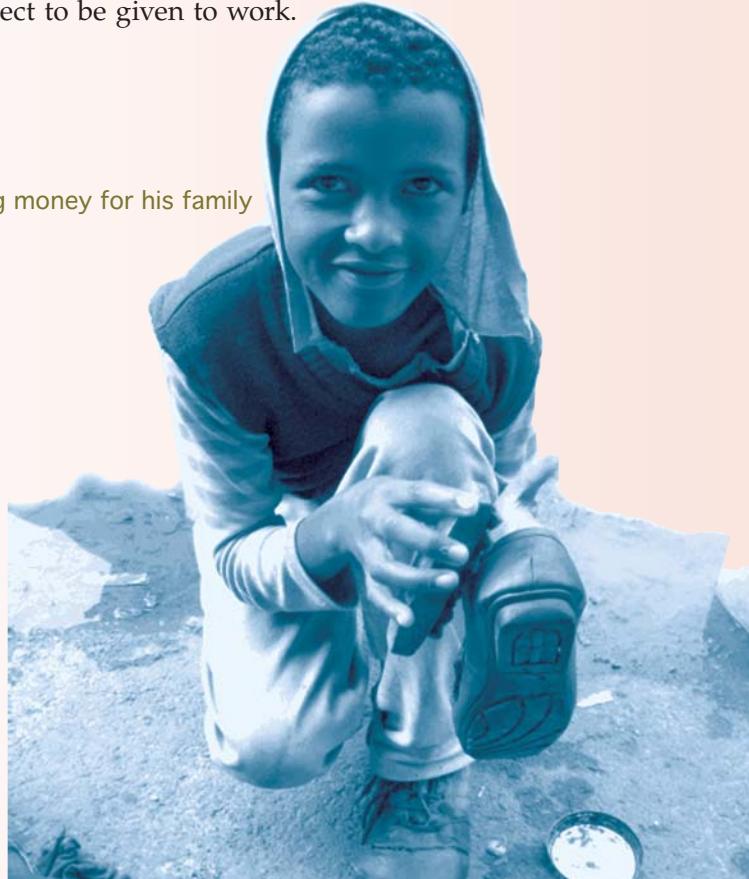
- Labour discipline
- Policies
- Professional skills
- Punctuality
- Strategies

What you will learn

You will:

- recognize the respect to be given to work.

Shoeshine boy earning money for his family



1

LESSON 1

Respect for Work

By the end of this lesson, you should be able to:

- explain how any work is to be honoured.

Discuss the professions that are respected in your area. Explain why they deserve respect.

In this lesson, you will focus on respecting all types of work. In order for people to get what they need and want, they have to divide work. That means some people might be engaged in building houses and others in making cars. Some could be engaged in making clothes and others in producing food. The house builder might eat the food that the farmer has produced and build a house for the farmer. In this way everybody can enjoy the results of each other's work. This shows that all work is important. It is just a matter of choosing what you are going to engage in. We need each and every profession in order to live a happy and comfortable life.

This means we have to respect every profession and realize that, without these professions, our lives will not be fulfilled. When we see a person whose job involves manual labour, we have to respect that he or she is creating something useful for us. If you, for example, collect some wood in your neighbourhood and make a table, then it means you are making something useful. So you have to respect the woodwork profession.



All work deserves respect

Divide yourselves into groups and select a profession that you think is not respected. Explain to the class why it is not respected and what would happen if we did not have members of that profession.

You know that work has benefits for the individual. The benefit of work to the individual is not only the production of useful goods or needed services, but also the earning of income. If you work hard you might get a good income. But this will depend on the type of job that you do. This is often connected to your level of education and skills. You may be able to use the income you get to buy and build the things you want and need. You may be able to build a house, buy a car, purchase the food you eat and pay for your entertainment.

You have to realize that you must work hard

Respect for Work

in school to earn a good income in the future. This is because a good education makes you more employable.

If society believes the goods or services you provide are of a high value, then it will pay a good price. For example, if your community has a problem that nobody can solve and you are able to find a solution, there may be a reward for this. Working hard is the only respectable and legal way to earn

money. In order to get the best job possible you should make the most of your education.

Some people resort to other means of getting money like cheating and stealing from people. This is not a legal way of getting money. This way is hurtful to other people. It involves hurting others. Others look for easy ways to make a lot of money without giving anything back to society. This is the wrong way of getting money.

CASE STUDY

Tirualem's Story

Tirualem grew up in a small town. Her parents sent her to school from a young age and she worked hard both in primary and secondary school. Unfortunately her parents died while she was at school. But, supported by her remaining family, she managed to get a degree in Economics from a university.

After she had completed her degree, she was given a job at one of the new universities where she became head of her department, the gender officer and a member of the HIV/AIDS committee. Because

of her hard work and dedication she enjoys a good quality of life and is able to support her family in their lives as they supported her.

What do you think might have happened to Tirualem if she had not worked hard at school?

What do you think the future might hold for Tirualem?

REMEMBER

- There are different types of professions.
- All types of work should be respected.
- Hard work is the only respectable and legal way to earn income.

2

LESSON

Ethical Work Conduct

By the end of this lesson, you should be able to:

- explain the professional ethics required from a worker.

What work ethics do you think are important?

Here we will look at different manifestations of work ethics. When you understand work ethics more clearly you will be able to follow them from a more informed position.

An important part of work ethics is maintaining labour discipline. Labour discipline means obeying the rules and guidelines of the work place. These rules and guidelines are usually designed to facilitate efficient working. For example, if there is a dress code given in an institution, it is important to obey the rule because it shows respect. Proper dressing helps to build the image of the company. It is part of the responsibilities of the workers to help build the image of their organization. Not smoking in the work place is another labour discipline. Smoking may disturb co-workers so a person shouldn't smoke in the work place.

A related work ethic is punctuality and proper utilization of instruments of labour. This means you should always be on time for work. If you don't come to work on time, the work won't be finished during the required period. In addition, your clients or customers won't be able to get proper service. Therefore, an important work ethic is to be on time for work.

You also need to respect the closing hours of the work place. Some workers leave before the end of the working day. This also negatively affects the work to be done. You have seen in the previous lesson that one of the reasons for the success of the developed countries is their hard work. We all have to go to work on time and work efficiently so that our country can develop. Included in work ethics is the correct use of instruments in the work place. People who work in offices may have computers, stationery and different materials that they use. Using these instruments and materials properly is very important. We should avoid wastage in the work place as this reduces the cost for the work place and is better for the environment.

The other important part of work ethics is working in harmony and cooperation with your fellow workers. If you build a good relationship with your co-workers, it becomes a pleasure to go to work and work will often be finished efficiently. If there is good working relationship you will be able to help and support each other around the work place. Helping each other enables work to be finished on time and solves work related problems more quickly. A poor relationship with work colleagues may cause many problems, including anxiety and not wanting to be in the work place. This is often bad for customer relations and for business.

When there is a harmonious relationship with co-workers, it can be easier to learn from each other. Learning from each other improves professional skills.

Ethical Work Conduct

CASE STUDY

Dress Code in Banks

In Commercial Bank of Ethiopia there is a dress code, as in all banks. Men are expected to wear a suit and tie. It is obligatory for staff to wear clean clothes. The reason banks have this dress code is so that people who come to the bank are easily able to identify the staff, and to create a good image. The dress code is designed to increase the confidence of customers in

the staff. Whenever you see a well-dressed person who is neat and clean, you expect these people to be careful with other details.

How do you feel when you put on clean, smart clothes? Does it change your behaviour in any way?

This in turn helps us to work better. Improving professional skills is another work ethic. It is important to try to improve your professional skills. Improving professional skills is beneficial both personally and for the work place. It helps the person by increasing his/her ability to do a better job in the future. For the work place it helps to get the job done faster and better. It can also lead to promotion, a more satisfying job and an increase in salary.

Proper execution of professional duties is also part of work ethics. This means that when you work you have to do so according to the agreed guidelines and in the best possible way. It also means utilizing the time allotted to work for the purpose of work only. There are many people who waste office hours by talking to their co-workers and not concentrating on their work. It is important to take breaks and these are the times for socializing, not during working time.

Your teacher has many professional skills. Try to list five of them. How might your teacher improve two of these?



A teacher with her class

REMEMBER

- ❑ Labour discipline is a very important part of work ethics.
- ❑ Punctuality and proper use of instruments of labour are also essential in increasing work efficiency.
- ❑ It is important to maintain a good working relationship with co-workers.

3

LESSON

Hard Work and Development

By the end of this lesson, you should be able to:

- explain work as an instrument to development.

Discuss in the class how you think work and development are related.

We need to work because we need to satisfy our needs and wants. You have basic needs like food, clothing and shelter. You also have wants, for example playing and entertainment. Human wants are unlimited and, when a person gets something, he or she tends to want more.

In poor countries most people don't even have their basic needs satisfied. They need to change the situation to get themselves out of poverty, but we need to support people to acquire their basic needs. One way to get these basic needs is through working hard. By working hard it is possible to produce the goods and services that are needed to get out of poverty. We need to develop the skills and provide opportunities so that everyone can work their way out of poverty.

Ethiopia is a very poor country. Almost half of the people in the country are below the absolute poverty line. This means they don't eat three meals a day, the minimum requirement for a person. Part of the reason we are poor is because many do not work hard enough and, therefore, do not have the opportunities to lead a better life. People who live

in poverty could be taken out of their misery if they were able to work hard to satisfy their basic needs.

Therefore, with a combined effort, we should struggle to fight poverty by working hard and developing the skills and opportunities in the country.

On the other hand, there are also people who work very hard in Ethiopia but, because of economic circumstances and poor skill levels, they are not rewarded well for their efforts. We need to change this situation by making the most of every opportunity that is given to us.

Some countries have been successful in providing all their citizens with their needs. These countries are called developed countries. In developed countries the people have access to education and health care. They get to choose from different types of goods and services they want to consume. Other countries are not able to provide their people with their basic needs. These are the less developed countries.

Many people in developed countries work very hard. Because of this they are able to produce more goods and services to consume. When you are able to produce more, then you have more choice. After producing more you are more likely to satisfy your needs and want. Similarly, if a country produces more than it needs, it could sell the surplus to other countries and earn more money. For example, Ethiopia is well known for the coffee it produces and sells to other countries. Coffee producers are now starting to get a good price for their coffee having made deals with companies in the West.

Hard Work and Development

CASE STUDY

Chinese development — a big take off

One of the most surprising growth trends in the world is that of the Chinese. China was a very poor country in the 1950s and 60s. Within only three decades they have transformed from one of the poorest countries in the world to one of the richest and most powerful nations in the world. Within a short period of time it has succeeded in providing the necessities to the majority of its people, and produced more to export to the rest of the world.

The country has been able to use its huge labour force and resources effectively because of the hard

working culture of its people. The Chinese are not only hard working in their own country, they also go to other countries where they are seen to have a strong attitude towards work. This is not to say that the Chinese have reached the final stage of growth. They still need to work hard as there are still people living in poverty in China.

What do you learn from the Chinese experience of growth?

CASE STUDY

Poverty Level in Ethiopia

Close to 50 percent of the Ethiopian population lives below the absolute poverty line. The economy is highly vulnerable since, whenever the weather is bad, many people are exposed to hunger. It is important to establish a way for the poor people to become food secure. Not only this, the health care services are expensive and not sufficient to cover the whole country. Because of this, many infants die.

This is worsened by the fact that the education level is still not up to the standard in terms of access, quality etc. Many people do not have a basic

education. This leaves the country as one of the poorest in the world. It is essential to work hard if we want to change the situation. The effort and the work that has been done so far is not enough. We have to come together to work even harder to change our situation.

What do you feel about the poverty level in Ethiopia? Do you think hard work could change anything?



Chinese worker involved in the Ethiopian road building program

Hard Work and Development

When you work hard there is another benefit; that is, you get an increased production of goods and services. When you spend more time on a job you start to know the job very well and to think of new and better ways of doing it. This enhances your creativity, productivity and/or quality of your work.

Creativity can lead to the invention of new things such as technological development. When people spend more time on their work they become more productive and find better methods. When you find a better way of doing things, you may produce more with the given time and resources.

Technological development helps countries to develop and grow. Within a small period of time countries, like China, came up with new ways of producing goods and services through enhanced technology. The new goods and services produced helped to reduce poverty in these countries. China produces many goods and services and sells them to the rest of the world. Today almost all countries import or buy many goods from China.

Technological development is important for the productivity of a nation and enhancement of the quality of life for its people.

What could your role be in the technological development of Ethiopia?



It is important to update your IT skills

REMEMBER

- Hard work can help reduce poverty.
- Hard work also results in development.
- Hard work also helps you to become more creative.
- Hard work is not enough, we need to be educated and skilled in order to move towards development.

LESSON

4

Policies and Strategies for Development

By the end of this lesson, you should be able to:

- describe the various policies and strategies designed by the Ethiopian government to accelerate economic development in the country.

What kind of policies do you think are important for development?

In the previous lesson, you recognized that it is important to work in order to accelerate development in a country. Effective policies and strategies are also necessary for the acceleration of economic growth and development.

An economic policy is a statement indicating the economic direction that the country is going in. The economic policy of the country usually targets economic growth and development. The specific ways through which the policy is implemented are called strategies. Devising policies and strategies has to be done carefully after a lot of research and study on the existing situation of the country. This is because good policies and strategies are ones that are based on the individual circumstances of a country.

The Ethiopian government has devised different policies and strategies that it believes will help towards the development of the country. These different policies and strategies relate to the different economic sectors. The main strategy that the country uses for development today is called the Agricultural Development Led Industrialization (ADLI).

This development strategy is based on the idea that, first the agricultural sector must develop, and then, from the development of the agricultural sector, the industrial sector could develop.

Under ADLI each economic sector has its own detailed development strategy. The government has a rural development strategy that is focused on the enhancement of production and marketing of agricultural produce. This strategy is based on the idea that, if the poor farmers in the countryside could produce more and sell more, then they could increase their income and live a better life.

Ethiopia also has an industrialization strategy that is dependent on what happens in the agricultural sector. This is because industrialization requires a lot of capital. In order to get this capital the strategy says that, first the agricultural sector must develop, and then the additional output in agriculture will be sold to generate the capital for the industrial sector. It will then be possible to develop the industrial sector.

The other important economic sector which the government is concentrating on is capacity building. Capacity building is increasing the ability of implementing a desired activity. This means that, if you plan to perform something, you need to have the capacity to actually implement it. In Ethiopia the capacity to implement is relatively weak and it is important to strengthen it. In order to build capacity the country needs an educated work force. Therefore, education is an important

Policies and Strategies for Development

way of enhancing the country's capacity to perform towards development.

There are three documents describing the government's strategy to develop the rural sector, the industrial sector and capacity building. Try to find these documents and identify the specific strategies which are being used to develop each sector. Discuss how you see some of these strategies being used.

Globalization has had an impact on all countries of the world and in many sectors of our communities. Here you will relate globalization to the Ethiopian economy. Economic globalization is the sharing of economic ideas between countries. Economic globalization includes the sharing of technologies and goods between countries.

The Ethiopian economy is also very much affected by globalization. This effect is both positive and negative. The positive effects include: an increased inflow of goods and services, more goods to choose from, more sharing of ideas and policies, and closer relationships with other countries.

Of the negative effects the major one is an increased dependency on cheaper goods and services from other countries. Therefore, we may stop producing them in our own country since they

are cheaper from other countries. This increases the country's dependency on other countries and has a negative impact on economic growth.

>List some of the other positive and negative effects of globalization.



Goods imported from other nations

REMEMBER

- ❑ The Economic Policy states the main direction of the economy.
- ❑ The specific ways through which the policy is implemented are called strategies.
- ❑ The Ethiopian government has devised different policies and strategies that it believes will help the development of the country.

UNIT SUMMARY

In this unit, you have seen the importance of work in relation to poverty reduction and economic development. Respecting all kinds of work is important. You have also explored work ethics. We also dealt with how hard work is essential for poverty reduction. Finally, you discussed the different development policies and strategies of the country and how globalization affects the Ethiopian economy.

GLOSSARY

<i>Labor discipline:</i>	Following the basic rules and guidelines of the workplace.
<i>Policies:</i>	Plans showing the general direction to be taken.
<i>Professional skills:</i>	The ability of a person to perform work duties.
<i>Punctuality:</i>	Being on time.
<i>Strategies:</i>	Specific plans to implement policies.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. You should respect:
 - (a) only white collar works
 - (b) only blue collar works
 - (c) people who work in the house
 - (d) (a) and (b)
 - (e) all
2. Countries should reduce poverty by:
 - (a) waiting for aid from other countries
 - (b) working hard
 - (c) by migrating to rich countries
 - (d) all
3. Creativity:
 - (a) leads to development
 - (b) leads to the production of new things
 - (c) comes with hard work
 - (d) all
4. Economic Policy is:
 - (a) a specific way of implementing a plan
 - (b) the same as strategy
 - (c) a general direction for the economy of a country
 - (d) all

Unit 8

Self-Reliance

Introduction

In Grade 10, you discussed the significance of self-reliance, examples of dependency and decision-making. In this unit, you will discuss the same issues in more detail. Self-reliance is being dependent on one's own power, resources and judgments. It is an attribute shared by both individuals and communities. Individuals or communities that lack self-reliance are dependent on others to satisfy their needs.

Lessons

1. Attributes of Self-reliance
2. Dependency and its Consequences
3. Self-reliance and Decision-making

- discuss dependency and its consequences.
- analyze the importance of self-reliance for decision-making.

Key words and concepts

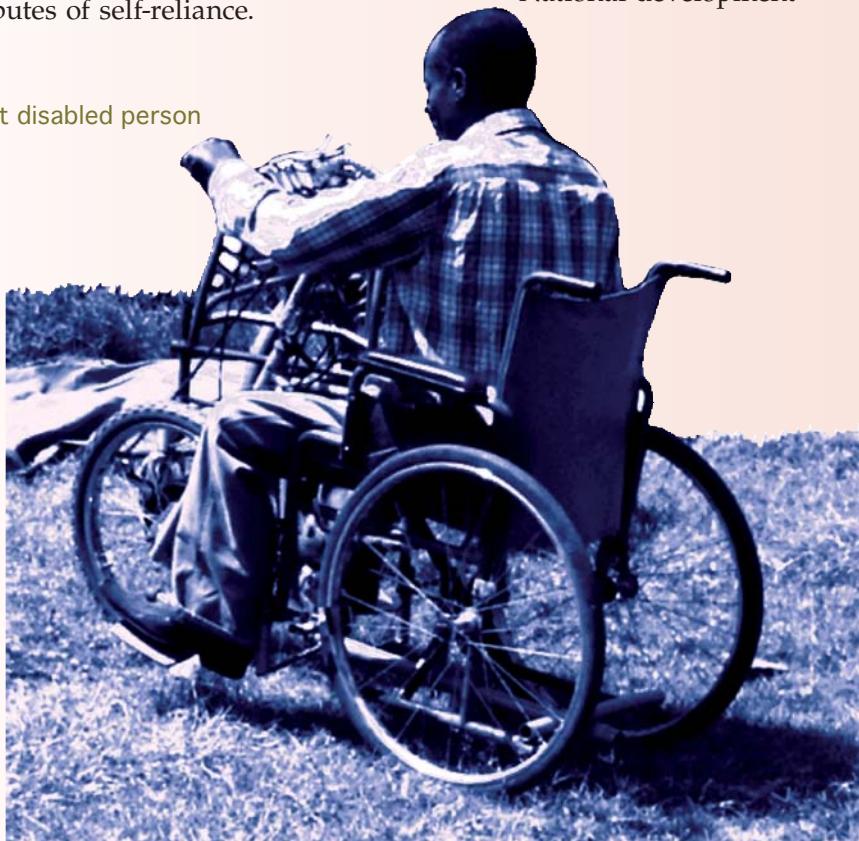
- | | |
|------------------------|-----------------------|
| • Assertiveness | • Public welfare |
| • Flexibility | • Rational decision |
| • National development | • Rightful perception |

What you will learn

You will:

- explain attributes of self-reliance.

A self-reliant disabled person



1

LESSON 1

Attributes of Self-reliance

By the end of this lesson, you should be able to:

- define rightful perception about oneself or self-awareness.
- explain some features of assertiveness.
- identify the outcomes when we rely on others.
- describe the advantages of not being dominated by others.

- What are the main characteristics of assertive person?
- How can individuals free themselves from being dominated by others?

Self-reliance

As individuals it is important that we all develop the ability to be self-reliant. We all have to make our own way in the world and cannot expect others to carry us through this life. It is necessary for us to develop the skills to be independent both in our thinking and in the way that we live.

Self-awareness includes recognition of our abilities, strengths and weaknesses. Developing self-awareness can help us to recognize when we are stressed or under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others. Some people are not prepared to face the truth about themselves. For example, a student may use his perceived self-image as a fun-loving person as an excuse for doing poorly in his

school grades. In reality, he does not like working hard, doing his homework or studying for the exams. When you know who you are, you may have to change things about yourself. Some people do not want to change because change demands effort. Self-awareness demands honesty and courage to get in touch with what we are thinking and feeling in order to face the truth about ourselves.

Self-awareness has many benefits. Knowing yourself includes being aware of your strengths. When we know what we are good at, then we can make the most of these abilities in order to help both ourselves and others. The better you understand yourself, the better you are able to accept or change who you are. If you fail to know yourself, you will be influenced, and possibly dominated, by others. As we move through the 21st century, the knowledge-based economy demands that we upgrade our knowledge and skills to keep up with an ever-changing society. However, the starting point should be the knowledge of oneself as a unique individual and how one relates to this new economy. Try to answer these questions: Who am I? Where have I been? Where am I going? Explore your capability to chart your own destiny and realize your potentials.

In your quest to know yourself, do not think of yourself more highly than you should. In other words, do not have a superiority attitude. Rather have a moderate view of your strengths. On the other hand do not exaggerate your weaknesses and look down on yourself, but do not excuse your

Attributes of Self-reliance

weaknesses. You need to be realistic about both your strengths and weaknesses if you are to know your true self and develop as a person.

Identify two strengths and one weakness that you have.

How do you think your friends describe you? What are your plans for the future? What steps do you need to take to achieve your dreams?

Assertiveness

To assert means to state an opinion and claim a right. If you assert yourself, you behave in a way that expresses your confidence, presence and power to earn you recognition. Assertiveness is standing up for yourself and making your voice heard. It is expressing your opinions, needs and feelings, without ignoring the needs of others. Assertiveness is necessary for making yourself noticed and getting people to listen to you.

Assertive behaviour includes:

- Taking a positive role in conversations;
- Sharing feelings, opinions and experiences with others;
- Making requests and asking for favours;
- Refusing others' requests if they are too demanding;
- Questioning rules or traditions that do not make sense or do not seem fair;
- Addressing issues that bother you.

Many people are concerned that if they assert themselves others will think of their behaviour as aggressive. But there is a difference between being assertive and aggressive. Assertive people state

their opinions, while still being respectful to others. Aggressive people attack or ignore others' opinions in favour of their own while passive people do not state their opinions at all.

How Assertiveness Can Change Your Life

Being assertive can lead to a more rewarding life. For example, it can improve your relationships with friends and family, and introduce you to new personal or career opportunities. While the decision to develop your assertiveness is a personal one, the rewards can be much greater than personal satisfaction. Being assertive not only improves your self-respect, but also earns you respect from others. The change in your behaviour can positively influence those around you, both in their behaviour toward you and towards others.

How people deal with personal boundaries, their own and those of other people, is important for getting on in life.

- Passive communicators do not defend their own personal boundaries. They allow other people to harm or unduly influence them. They are unlikely to risk trying to influence anyone else.
- Aggressive people do not respect the personal boundaries of others and thus are liable to harm others while isolating themselves as a consequence.
- When assertive people communicate, they speak their minds to influence others, but they do it in a way that respects the personal boundaries of others. They also defend themselves against aggressive incursions and may try to include the views of passive group members.

Attributes of Self-reliance

The table below shows the differences between passive, assertive and aggressive behaviour. From these descriptions, identify what your characteristics are. How do you think you can improve your behaviour? Share your ideas with your neighbour.

Passive Person	Assertive Person	Aggressive Person
Is afraid to speak up	Speaks openly	Interrupts – 'talks over' others
Speaks softly	Uses a conversational tone with confidence	Speaks loudly
Looks down or away	Maintains good eye contact	Glares and stares at others
Shows little or no expression	Shows expressions that match the message	Shows aggressive/threatening expressions
Slouches and withdraws	Relaxes and adopts an open posture and expressions	Stands rigidly, crosses arms, invades others' personal space
Isolates self from groups	Mixes well with groups	Controls groups
Agrees with others, despite feelings	Speaks to the point, agrees when ideas of others are convincing	Disagrees and does not listen to the points of others
Sees self as inferior	Values self equal to others	Looks down on others
Hurts self to avoid hurting others	Values feelings of others	Ignores the feelings of others
Does not reach goals and may not have a set goal	Balances achievement of goals with relationships with others	Reaches goals but hurts others in the process.

CASE STUDY

Tolla finds the clock, that he has just bought, is broken. He and his friend go to the store to return the broken clock. After being turned away by the clerk, Tolla asks to speak to the manager and convinces him that the store should return his money. Finally Tolla manages to get his money back. At the same time he feels good about standing up for his rights and his friend is impressed with the way Tolla handled the situation.

The next day, Tolla feels more confident at work and suggests an idea for a new project. His boss likes the suggestion and asks Tolla to oversee it.

Meanwhile, Tolla's friend, who doesn't understand

an electricity bill she has received, remembers how he handled the situation in the store yesterday and calls the billing company for an explanation. She feels better about herself when she gets an answer and more confident about speaking up.

Is Tolla a good example of an assertive person?

Why is it important to be assertive when your rights, or the rights of others, are violated?

What is the difference between being polite and being passive?

Attributes of Self-reliance

Avoid the tendency to live on others

An independent life is one that is lived at a pace and in a place of your own choice. It is a life where you are rewarded for the work that you do. You also are responsible for risks that you take. You are free to choose what you want after careful considerations. You recognize that you have rights that are inherent and not dependent on the recognition of others. In short, you live your own life.

Most importantly, living an independent life means living on your own terms, not subject to others. Being subject to others is a result of not making decisions of your own, but passively accepting the decisions of others. We are not anyone's subject, and should avoid being taken advantage of without good reason. A subjected human is someone who can never achieve a free and prosperous life. It is a

life lived for someone else rather than for yourself. We have responsibilities towards others and need to consider our role in society. However, being independent means that we can choose the direction our life takes.

Characteristics of an independent person

Independent people:

- have their own views, explore different options, for example, in listening to music, reading books and meeting people. They do this because they are hungry for new ideas and want to understand, explore and appreciate the richness of life.
- desire to earn their living from their own efforts and expect to be rewarded for them.

CASE STUDY

Atitegeb is a widow living in a rural area. She has two sons and a daughter. After the death of her husband she made an effort to bring up her children and to improve her economic status. She knows, from previous experience, the fertility of her land and how to irrigate it.

She is polite and disciplined as well as being very strong at convincing others, including the agricultural development workers and other farmers. They are always surprised by her agricultural knowledge and skills as well as her confidence in using them. She is always ready to learn new farming methods from other farmers and development workers.

The productivity of her land has increased from season to season and she has become one of the few surplus producers of her locality. She sends her children to school because she knows the value of education. Her children are among the best students

of the school. From time to time Atitegeb diversifies her agriculture beyond cultivation. With the help of her children she begins to fatten sheep and oxen. Atitegeb is one of the Ethiopian farmers who was given an award by the government because of her effort in increasing agricultural productivity.

Which quality of Atitegeb do you value the most? Why?

What do you imagine Atitegeb's life was like before the death of her husband? How does this compare to the present?



What are the advantages of Atitegeb's interactions with the other farmers and development workers?

What can you learn from the life story of Atitegeb?

Attributes of Self-reliance

They do not desire a subsidy, unwarranted payment or handouts. They will plan for their future by saving.

- value achievement and do not seek power over others; they recognize that the purpose of life is to realize one's own potential.
- choose their own lifestyle. They seek an existence that provides adequate time for relaxation and enjoyment of life, not rushing through life, or working like a slave.

Self-confidence

If you find yourself satisfying your own needs, this would definitely develop self-confidence. It could

be said that self-confidence and self-reliance are complementary. Self-confidence is essentially a trust in yourself and your inherent competencies, which result in a high level of security. Self-confident people believe in helping themselves.



A productive farmer

REMEMBER

- ❑ Rightful perception includes recognition of our personality, strengths and weaknesses, likes and dislikes. The better you understand yourself, the better you are able to accept and develop yourself as a person.
- ❑ Assertiveness is standing up for your right to be treated fairly. It is expressing your opinions, needs, and feelings, without ignoring or hurting the opinions, needs and feelings of others.
- ❑ An independent life is one that is lived at a pace and in a place of your own choice.
- ❑ Self-confidence is trust in oneself and one's competence that results in a high level of security.

2

LESSON

Dependency and its Consequences

By the end of this lesson, you should be able to:

- explain how dependency resulted in risks to public welfare.
- explain how dependent nations are subjected to interference from outside.
- argue how dependency retarded national development.

How do you know whether a country is dependent or self-reliant?

What are the consequences of dependency at country level?

How does dependency affect the decision-making of a country in its domestic affairs?

Dependency is the notion that a country fully relies on the support of other countries and international organizations in many different ways. They may rely on them for food donations, financial donations and skill support. This increases the risk that the dependent country will not develop the ability to support itself and may even become lazy and not want to support itself. This can also create a power imbalance between the dependent country and donor states.

Dependency results in risks to public welfare for the following major reasons:

- Poor nations provide free market access to wealthy nations. This means people in poor countries buy manufactured goods, obsolete or used goods from wealthy nations. From these trade relations, rich nations make

profit and enjoy a high standard of living.

- Wealthy nations actively perpetuate a state of dependence by various means. This influence may be multifaceted involving economics, the media, politics, banking and finance, education, culture, sport and all aspects of human resource development (including recruitment and training of workers).

Dependency also results in being susceptible to interference from outside in the following ways:

- financial and technological penetration by the developed capitalist countries.
- producing an unbalanced economic relationship within the poor countries and between them and the wealthy nations.
- limitations on self-sustained growth of poor countries.

Due to the way the world economy works these days, poor countries become subject to the will of rich countries and are frequently exploited. This increases the stagnation of their economy and, as a consequence, the social welfare of the people suffers. This in turn increases the dependency of the country as they then need more support in order to look after their people.

There are many different and conflicting ideas on how developing countries can alleviate the effects of this system. Several protectionist or nationalist practices were adopted at one time or another by such countries. Some of them are listed below:

- Promoting domestic industry and manufactured goods. By providing subsidies

Dependency and its Consequences

to protect domestic industries, poor countries can sell their own products rather than simply exporting raw materials.

- Limiting the importation of luxury items and manufactured goods that can be produced within the country, the country can reduce its spending.
- Taking steps to keep foreign companies and individuals from operating businesses that draw on the resources of the country with the money being channeled out of the country.
- Forcibly taking over foreign-owned

companies on behalf of the state, in order to keep profits within the country.

Read the previous list of protectionist practices and discuss the following questions:

- ?
- Do you think that they help to minimize dependency of poor countries on wealthy countries?
 - Do you think any of the practices are helpful to promote the development of poor countries like Ethiopia? Explain your answer.
 - Is there an alternative?

CASE STUDY

A Lesson from History

Emperor Menilek wanted to modernize the country. He attempted to introduce modern systems and import goods from abroad. He introduced new transportation and communication systems, clothing, tools, fire arms and drinks. No attempt was made to develop or modernize practices and industries within the country. The indigenous way of producing crafts, weaving, ploughing, even cooking and brewing were not modified or encouraged, rather they either continued as they were, or gave way to imported materials.

The consumption of imported items began to be considered as an indication of modernity. Ethiopian local drinks remained as they were or were replaced by imports. The same is true of Ethiopian weaving. The present textile factories are not the results of local

evolution, rather they were directly introduced from abroad. These factors led to the Ethiopian producers and consumers being dependent on foreign imports, thus weakening the local industries.

How did this experience affect the local economic interdependence?

?

Has this economic system resulted in dependency? Explain your answer.

If you had been an economic advisor for Emperor Menilek what would you have recommended regarding his attempts at modernization?

REMEMBER

- ❑ Developing countries are highly dependent on rich nations and international organizations.
- ❑ Dependency results in risks to public welfare and leads to interference from outside.
- ❑ Dependency will also lead to a tendency to work for the will of others, which results in backwardness, stagnation of the economy and social welfare in developing nations.

3

LESSON

Self-reliance and Decision-making

By the end of this lesson, you should be able to:

- explain what making decisions by oneself is.
- discuss the main features of rational and informed decisions.
- explain how flexibility is important for decision-making.

When was the last time you had to make an important decision?

How did you decide what to do?

You studied the relationship between self-reliance and decision-making in Grade 10. Decision-making needs different pre-conditions. One of them is self-reliance that can be manifested in the form of self-confidence and positive perceptions about oneself. Decision-making helps us to deal constructively with decisions about our lives, assessing the different options and reflecting on the consequences of our decisions. Decision-making can be regarded as a thought process leading to the selection of a course of action. Decisions may be made based on facts,

opinions and feelings. Making a decision implies that there are alternative choices to be considered, and in such cases we want not only to identify as many of these alternatives as possible but to choose the one that best fits with our goals, desires, lifestyle, values and so on.

Decision-making is the process of sufficiently reducing uncertainty and doubt about alternatives to allow a reasonable choice to be made from among them. This definition stresses the information gathering function of decision-making. It should be noted here that uncertainty is reduced rather than eliminated. Very few decisions are made with absolute certainty because complete knowledge about all the alternatives is seldom possible. Thus, every decision involves a certain amount of risk. Risk and uncertainty can create anxiety, yet they are necessary components for an active life.

Sometimes you come across situations that need immediate decisions with limited options. In these kinds of situations, you have to try and make the best decision.

CASE STUDY

One day Lambebo was walking down the street when he came across a briefcase. He looked around to see whether or not anyone was there. There was no one. When he opened the briefcase he found money and a mobile phone. He also found a business card with a name and telephone number.

Discuss the following questions in groups

- What choices does Lambebo have?
- What will be the consequence of each decision?
- What would you choose to do?

Self-reliance and Decision-making

When making a decision, you have to be sure that this is going to be the best decision in the given situation. In order to make the most of your situation, you should find out as much information as possible. It is important to be informed of what choices you have and consider the consequences of each choice. From this information you should then be able to decide the best course of action, taking into consideration the risks. When making decisions there are times when you will need to take risks and often you will reap the rewards. However, there may be consequences when the risk is high; it is up

to you to decide. Often taking a risk is better than not making any decision at all.

Flexibility is often key to making effective decisions. When we are faced with a choice we are often restrained by the amount of time that we have to gather knowledge and become informed. We may also be faced with other limitations on resources in which case what we want may not be available or practical. As we are rarely the only people to be affected by a decision, it is important to consider the impact that it will have on those around. Flexibility is an important attribute of a good decision maker.

CASE STUDY

An Interesting Ambition

Shmebo is a preparatory school student who scored a very good GPA in his tenth grade matriculation. He wants to be an outstanding individual who has a great respect among his community. He has an ambition to alleviate the problem in his community. He is in a dilemma as to whether he will study for a long time at university or take a short-term placement in vocational training; both will enable him to begin working for improving social and economic conditions. He is not

sure whether the short-term training would enable him to overcome all the challenges he will face while working. He also needs social prestige which, most of the time, comes after university studies. He raises the issue with his friends at different times and gets different ideas and advice that made him even more confused.



Students discussing their future plans

What are Shmebo's choices?

What might be the outcome of each?

What are the risks and will he need to be flexible about anything?

If you were one of Shmebo's friends what advice would you give him?

REMEMBER

- Decision-making involves identifying and choosing alternatives based on the values and preferences of the decision maker.
- Sufficiently reducing uncertainty and doubt about alternatives will allow a reasonable choice to be made.
- Every decision involves a certain amount of risk but it can be reduced.
- It is better to take a risk than not make any decision at all.

UNIT SUMMARY

Rightful perception includes recognition of our personality, strengths and weaknesses. The better you understand yourself, the better you are able to accept or change who you are. Assertiveness means standing up for your right to be treated fairly. It is about expressing your opinions, needs and feelings, without hurting others. An independent life is one that is lived at a pace and in a place of your own choice. Self-confidence is trust in oneself and one's competence which results in a high level of security.

Developing countries are highly dependent on rich nations and international organizations. This results in a risk to public welfare and being susceptible to interference from outside. It also results in a tendency to work for the will of others, which results in backwardness, stagnation of the economy and social welfare in developing nations.

Decision-making is about identifying and choosing alternatives based on the values and preferences of the decision maker. Sufficiently reducing uncertainty and doubt about alternatives will allow a reasonable choice to be made. Every decision involves a certain amount of risk but it can be reduced. It is better to take a risk than not make any decision at all.

GLOSSARY

Assertiveness:	The quality of behaving confidently and without being frightened to say what is wanted or believed.
Flexibility:	Is being able to change one's mind or decision according to situations.
National development:	The economic, cultural and social development of a country.
Public welfare:	The well-being of the people in general rather than being limited to a particular individual or group of people.
Rational decision:	A decision based on reason rather than emotion.
Rightful perception:	A belief or opinion based on facts and evidence.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which of the following goes with assertiveness?
 - (a) maintaining good eye contact while speaking
 - (b) considering feelings of others
 - (c) hurting oneself to make others happy
 - (d) accepting ideas of others when they are convincing
 - (e) all of the above
2. Which of the following are not characteristic of a passive person?
 - (a) ignoring feelings of others
 - (b) mixing well with other people

- (c) speaking openly and firmly
- (d) looking down on others
- (e) considering self as inferior

Part II – Short answers

1. Why is it important to be assertive?
2. Some people have a tendency to live off

others. What might be the impact of this tendency?

3. What is the relationship between self-confidence and self-reliance?
4. Some scholars argue that there is a dependency relation between poor and rich countries of the world. Do you agree? Explain your answer.

Unit 9

Saving

Introduction

In Unit 9 of your Grade 10 study, you discussed the traditional practices that affect saving and saw the importance of planning and setting goals. In addition to this, you have seen how you could choose careers. Here you will discuss how to improve your saving habits and compare the traditional and conventional institutions of saving. Finally, you will look at how saving is important for investment and development.

Lessons

1. The Need for New Thinking in Saving
2. Ways of Improving the Habit of Saving
3. Traditional and Modern Institutions of Saving in Ethiopia
4. Saving as an Instrument of Investment and Development

What you will learn

You will:

- realize how to improve saving habits.
- understand the necessity of new thinking to improve saving habits.

- recognize the traditional and modern institutions of saving.
- appreciate the importance of saving as an instrument of investment.

Key words and concepts

- | | |
|------------------------|-----------------------|
| • Banks | • Iddir |
| • Capital accumulation | • Insurance companies |
| • Depositors | • Local products |
| • Deposits | |
| • Equb | |

National Bank of Ethiopia



1

LESSON 1

The Need for New Thinking in Saving

By the end of this lesson, you should be able to:

- describe the necessity of a new perspective of saving.

Do you prefer locally produced clothes or imported clothes? Why?

One way to help develop the habit of saving is to transform the way you think about spending. This may be related to the way you consume things.

In Ethiopia there is a common thinking that is bad for saving. Many people avoid locally produced items. Because of this they spend a lot of money on expensive imported products. It is important to change this type of mentality. There is a need for a new way of thinking that favours locally produced goods. Like people in other countries, who are very

proud of their own products, we have to learn to live on our resources and appreciate our produce.

Buying more locally produced goods is more profitable for local industry and therefore good for development. If we do not support our manufacturers it may lead to local industries going out of business. At present, many foreign companies are profiting because we do not buy the goods made in our own country. The locally produced items are often cheaper and of just as good quality. We all need to appreciate locally produced goods — buy and use them regularly.

Look at the case study. Where do the products you buy come from? See if you can identify their origin. How far have they travelled to get to you?

CASE STUDY

Export Standard Shoes Produced in Ethiopia

There are many shoe manufacturing enterprises in Ethiopia. They produce different types of shoes that are reasonably priced. These shoes are of good

quality. However, some people choose shoes with lower quality and a higher price, because they are from abroad.

Another challenge is how to avoid wastage during production. To produce goods and services, we use many inputs, which are those items required for their production. We have to use these inputs properly in order to reduce our costs. For example,

in the production of shoes we use leather as an input. We should be careful when using leather so as not to waste it. Wastage of inputs is a major cause of increased cost of production. If there is a lot of wastage of inputs, the cost of producing one

The Need for New Thinking in Saving

item becomes high. If the cost rises, then the selling price of that product has to increase. This makes the products more expensive and less desirable. It also harms the development of the country. Therefore, it is important to be conscious while using production

inputs and use them carefully so as to avoid wastage.

Where can you practice reducing wastage?
Could you encourage anyone you know to follow this idea?

REMEMBER

- We should buy more locally produced products.
- Avoidance of wastage while producing and consuming is important.

2

LESSON

Ways of Improving the Habit of Saving

By the end of this lesson, you should be able to:

- explain the mechanism for improving the old tradition of saving.

Have you ever saved? If so why did you save and how did you start?

You have seen in previous grades, saving is very important in many respects. In this lesson, you will see ways to develop the habit of saving.

Saving is an activity that very much depends on income. Income is money that you receive. From the income that you get you may use part of it and keep any extra as savings. You are saving because you want to use it in the future. When you get an income it is important to believe that you should not consume all of it at once. This means you have to try to allocate some of it for saving. The first step to start saving is to decide what you have to spend. You should not waste money on items that you do not need. You have to understand that your income will only buy a certain amount of things to consume. After spending on what you need, the rest can be saved. You should balance your needs and wants with savings.

One factor that works against saving is doing things without planning. When you are planning, you need to think about your future. For example, it is important that you consider how you are going to live when you get to old age. Also, what would happen if there was an emergency? What if you

would like to purchase something in the future? We need to make sure that we do not just live in the present.

Write a list of those things you might want to save for in the future.

In developing the habit of saving there are two issues that you need to consider: the avoidance of extravagance and living within your means. A person who avoids extravagant purchases will not be pressurised to pay out unnecessarily. If you limit your interests to your income, you should be able to sustain savings.

In order to avoid wasting your money on an extravagant purchase, you should consider your reasons for wanting the item and judge whether it is really necessary. Would you be better putting your money towards something else or saving it? There are many necessary purchases in life. You need to spend your money wisely.

Another important skill to develop is the ability to live within your means. You have to learn to understand what your income can purchase including assigning a certain amount for savings. You have to know how much your needs cost and limit these to the value of your income. Some people desire things and start spending a lot of money on impulsive purchases. This type of behaviour is bad because it results in unplanned expenditures that discourage savings. It could also lead to debt, where you are spending more money than you earn—a big problem in developed countries.

Ways of Improving the Habit of Saving

Try to list all the things you spend money on during a month and add up how much you spend.

CASE STUDY

Impulsive Purchases

Molla is a government employee with two sons studying in private schools. He is proud of his own appearance and, whenever he sees clothes and shoes that he likes, he buys them. He also likes to socialize with his friends on a weekly basis. His income does not match his expenditure so he resorts to borrowing

money from his friends.

What do you think of Ato Molla's behaviour?
What advice would you give him?
What do you learn from this case study?

REMEMBER

- It is important to develop the habit of saving.
- It is possible to develop the habit of saving by avoiding extravagance.
- It is possible to develop the habit of saving by limiting our interests to the level of our earnings.



Shop selling luxury items

3

LESSON

Traditional and Modern Institutions of Saving in Ethiopia

By the end of this lesson, you should be able to:

- identify traditional and modern institutions of saving.
- explain the effects of saving on the individual and society at large.

What are some of the traditional institutions of saving?

You have seen in the previous two lessons the ways of improving your saving habits and changing your thinking. You will now see the different institutions through which you can save. These institutions are divided into two: traditional and modern. The traditional institutions for saving are those established by the community in order to save. Modern institutions are similar to everywhere else in the world. The main modern institution for saving is a bank, while traditional institutions vary in different places.

In Ethiopia there are both traditional and modern institutions for saving and people use both. Examples of traditional saving institutions in Ethiopia are Equb and Iddir. Also the modern institutions of saving like the banks and insurance companies are widely used, especially in the urban areas.

Equb and Iddir are traditional saving institutions in Ethiopia. Both are examples of what is called forced saving whereby, if you choose to engage in it, you have to contribute a fixed amount. Equb works where a group of people come together and decide to contribute an equal amount of money every month.

The total amount collected in one month is given to one person, then the following amount collected will be given to the next person. This continues until all members of the group receive the amount. The person who receives first is considered to be borrowing because he or she gets a total amount first and continues to pay the amount over a certain period of time in equal installments. On the other hand, the person who receives the money last is considered to be saving because he or she pays a small amount every month and receives the total amount at the end of the cycle. This is considered a forced saving since, once you are involved in it, it is difficult to get out as other people's interests are involved.

Iddir is another traditional saving where people living in a community contribute a fixed amount every month so that when a family member dies the Iddir gives services and items, like tents, for the ceremony. This is a kind of saving because it contributes money for future use. These two saving methods contribute to alleviating social problems.

Other than the traditional ways of saving there are modern institutions like banks and insurance companies. Banks are financial institutions that are used for saving and borrowing money. People put part of their income in the bank and in return for keeping it there for a certain period of time they get paid interest in addition to the money they have. The money that is kept with the banks is called a deposit and the person depositing is called a depositor. The banks then lend this money to people who need money and charge the borrower a higher interest rate. So the working of the banks is similar to that of Equb.

Traditional and Modern Institutions of Saving in Ethiopia

Another modern institution of saving is an insurance company. Insurance companies are places where you pay out a certain amount of money called a premium every year. The insurance company will cover your expenses in case of an emergency according to the initial agreement. Usually you have

insurance for your property, like your house or car, in case of theft or fire. The working of insurance companies is similar to that of Iddir since you get the services in case of emergencies. Banks and insurance companies contribute to the economic development of the country.

CASE STUDY

Metebaber Meredaja Iddir

Metebaber Meredaja Iddir has 130 members. The Iddir has its own chairman. It also has a store, a storekeeper and items that are needed for funerals. These items include a big tent, metal chairs and tables, dish and bowls for serving food including plates and cups. It also has cooking equipment. Whenever a relative of a member passes away, the storekeeper organizes people and erects the tent around the neighborhood of the member whose relative passed away. Also selected members of Iddir come to the member's house to help cook food and console the member.

However, the Iddir gives these services only when there is a death. It doesn't provide these services for weddings or other events.

Do you think that an Iddir is a good organization to invest in?
Should Iddir give services only for funerals?
Give reasons for your answer and consider different view points.

You can see from this that you can use both the traditional and modern institutions for saving. By using these institutions it is possible to meet the needs of your family. In addition you can also benefit society by engaging in these institutions with other people.

Saving is also beneficial for the society by

providing financial resources for those people who want loans. Engaging in these institutions could help other people to save. This all contributes to the development of our country.

In what ways does saving benefit society?
Present your ideas to the class.

REMEMBER

- ❑ There are both traditional and modern institutions of saving.
- ❑ Traditional saving institutions vary in different places.
- ❑ Traditional saving institutions in Ethiopia include Equb and Iddir.
- ❑ Modern institutions of saving include banks and insurance companies.

4

LESSON

Saving as an Instrument of Investment and Development

By the end of this lesson, you should be able to:

- explain the relationship between saving and development.
- describe the role that national and international monetary institutions are playing in development.

What role do you think saving has in development?



Ethiopian Airlines facilitates investment



National Bank - another symbol of investment

You saw in the previous lesson that banks receive people's savings and lend money to others. In this lesson, we will discuss how savings made in banks serve as a source of capital.

Banks play a significant role in the accumulation of capital. This is because they are instruments through which funds are made available for investment. Banks make funds available by collecting from those people who save. The source of the funds that banks lend, mostly comes from depositors. The more money people and businesses deposit with banks, the more money they are able to lend for investment. The more people realize the importance of saving, the more money they will save in banks. When people save more money in banks then banks have more money to lend to investors. Not only that, people who save their income also can engage in investment activities themselves.

If you save enough money you may be able to invest in business opportunities. This would make you a business person. Investment is essential in the process of development. When people invest, usually their production increases and they need to hire more staff. Because of this more people will have jobs and more goods and services will be available. This leads to a growth in income and development. Therefore, saving is important.

Saving as an Instrument of Investment and Development

CASE STUDY

The Ethiopian Banking System

The Ethiopian banking system is made up of ten banks, called commercial banks. All, except one, the Development Bank of Ethiopia, give services and accept deposits from the public. Most of these banks have branches in cities and towns. These ten banks also give loans to investors. In 2005/06 the banks gave 5.5 billion Birr worth of loans to the private

sector. At the same time these banks also collected around 5.7 billion Birr worth of deposits.

What kind of investment would you like to be involved in? Explain why you have chosen to spend your money in this way.

There are other sources of funding that can be used for development. There are international financial institutions that give out loans and grants for their development efforts.

The well-known big international institutions that give such kind of services are the International Monetary Fund (IMF) and the World Bank. These international financial institutions are established to

provide funding for global development. They study the direction of development in different countries and advise them. In addition to this, the international institutions provide financial resources to support the development efforts in these countries. Since 1991 Ethiopia has had very close relationship with IMF and World Bank.

REMEMBER

- Saving is very important for the accumulation of capital.
- Capital accumulation is very important for development.
- There are also international financial institutions that are involved in providing financial resources for less developed countries.

UNIT SUMMARY

In this unit, you have seen many dimensions of saving. You have discussed the need for a new thinking regarding saving by using local products where possible and becoming more efficient in consumption and production. The ways to improve your saving habit by avoiding wastages and limiting one's interests to one's income has been explored. We have examined traditional and modern institutions of saving, with their similarities and differences. Finally you looked at the importance of saving with respect to capital accumulation and development.

GLOSSARY

Banks:	An institution that keeps people's money and gives out loans.
Capital accumulation:	The accumulation of financial resources for investment.
Depositor:	A person or institution who keeps money in a bank.
Deposit:	Money kept in the bank.
Equb:	The traditional institutions that serve as forced saving instruments.
Iddir:	The traditional saving institutions that give services in case of emergencies.
Insurance:	The institutions that cover risk against accidents.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

- Which of the following is the way to improve saving habits?
 - avoidance of wastages
 - using local products
 - limiting one's interest with one's income
 - (a) and (b)
 - (a), (b) and (c)
- Local products means:
 - goods locally produced by the local industries

- goods locally available that are imported from other countries
 - goods produced at home
 - all
- Limiting one's interest with one's income means:
 - developing the habit of using all your income for your interests
 - being extravagant
 - planning consumption with the income left after saving
 - all

- | | |
|--|---|
| 4. Banks are: | 5. Which of the following is not a traditional institution of saving? |
| (a) modern institutions that accept contributions and give out money in case of an emergency | (a) banks |
| (b) modern saving institutions that also give out loans | (b) Iddir |
| (c) a good example of traditional saving institutions | (c) Equb |
| (d) all | (d) all |

Unit 10

Active Community Participation

Introduction

In Grade 10, you studied different ways in which you can actively participate in your community. You have also discussed political and social participation. In this unit, you will discuss how civic participation can voluntarily enhance societal development and support the democratic process. Furthermore, you will see how the active participation of citizens can monitor and influence the actions of governments.

Lessons

1. Civic Participation
2. Monitoring and Influencing Actions of Government Bodies

What you will learn

You will:

- recognize the importance of monitoring and influencing the actions of the government.

- appreciate citizens civic participation.

Key words and concepts

- Civic participation
- Election campaign
- Peaceful demonstration
- Political participation
- Public agenda
- Public opinion
- Voluntarism



Citizens involved in community activities

1

LESSON 1

Civic Participation

By the end of this lesson, you should be able to:

- describe the importance of civic participation.
- participate in civic societies.

Do you think a citizen should be forced to participate in civic activities? Explain your answer using examples.

Civil means related to citizens or to the public. Civil actions are outside of politics, religion, military etc. Civil actions do not have any interest other than cooperating and working to promote the common good and welfare of the people.

Civil societies are formed by the free will of their members. Participating in civil society is performed voluntarily in order to enhance social development and support the democratic process. Examples from

around the world indicate that civic participation is one of the most significant efforts towards government reforms in order to attain social development goals. Therefore, citizens should be encouraged to participate as they are better informed about the needs and problems of members of their community. Citizens can exercise their rights of participation in a democratic system through civil societies which empower them in various affairs.

Form a group to discuss development activities in your school

- ?
- What is the role of civil societies in your school's development activities?
 - Are you involved voluntarily in the development activities of your school?

Let the group leader present the ideas to a class for further discussion.

CASE STUDY

Ethiopian Women Lawyers' Association (EWLA)

The Ethiopian Women Lawyers' Association (EWLA) is a non-profit and non-partisan voluntary organization. It was founded by a group of Ethiopian women lawyers in 1995 following the ratification of the Constitution of the Federal Democratic Republic of Ethiopia.

The association, at its onset, defined its objectives in its Articles of Association. EWLA's specific objectives are:

- To eliminate all forms of legal and traditionally

sanctioned discrimination against women.

- To ensure the equal treatment of women and men in education, employment and access to public services and benefits.
- To advocate for remedial and affirmative measures for women to redress the accumulated consequences of discrimination.

On October 3, 2002 the association lobbied the House of Peoples' Representative, Office of the Speaker, Women's Standing Committee, Legal

Civic Participation

Standing Committee and the Women's Affairs Office at the Prime Minister's Office.

EWLA's main concerns are on penal law. What it advocates and lobbies for are:

- The liberalization of the law on abortion;
- The outlawing of the practice of female genital mutilation (FGM) and domestic violence;
- The revision of the provisions dealing with rape, abduction and other sexual offences;
- The repeal of provisions with regard to the non-prosecution of crimes in cases of subsequent marriage after rape and abduction;
- The amendment of the criminal procedure code so as to review the procedures and put criminal liability on the offenders of crimes such as rape and domestic violence;

- The provision of a closed trial for cases that might have psychological impact on the victims, like child rape and domestic violence.

- ?
- Do you think that the work of organizations like EWLA has had an impact on the promotion of women's rights? Explain your answer.
 - Does your community need the support of a group like EWLA to help the rights of women? In which areas might women in your community need support?
 - Are there any other groups in your community who need civic participation for support?

As you have seen, it is important to participate in civic issues. Civic participation requires a number of things: commitment, dedication, team spirit, readiness to work with others for the common good. Civic participation should be performed within the framework of the Constitution and laws of the land.

Commitment and dedication mean having the strength to maintain the effort to achieve certain goals. When you do your studies you have to have the commitment to accomplish the tasks required to enable you to become successful in your exams, and the same is true for public participation. You need the commitment to participate in public and civic issues until they are solved and the commitment to impress your ideas onto others.

While working together you also need to understand that team spirit is very important. Team spirit is the belief that, in working together for a

common good, you will be successful; by coming together you will solve problems. Most of the problems we are facing today are common problems, such as sanitation, crime and the like. These can only be solved if there is a concerted effort that includes the participation of community members. Some people just think about their own benefits rather than the good of all, involving themselves in activities that benefit them but could hurt others. When a person commits a crime, for example, he or she is thinking of benefiting himself or herself through hurting others.

Finally, it is important to understand that public or civic participation has to be in the framework of the Constitution and law of the land. Without respecting the Constitution and law of the land, public participation would not be helpful. This is because the Constitution and other laws of the land set boundaries in order to make public participation peaceful.

Civic Participation

CASE STUDY

Campaign Rallies to Stop Violence against Women (VAW)

The Gender-Based Violence Campaign in Ethiopia was established by ten different civil society organizations and UN agencies in October 2006. On March 24, the Campaign held a candlelight vigil to draw public attention to stop the increasing rate of violence against women. The vigil was held at the Yekaktit 12 Hospital where Kamilat Mehdi was receiving medical treatment for acid burns she suffered in early January. Hundreds of people gathered to show their solidarity to Kamilat and her family and to express their opposition to gender-based violence.

On Ethiopian Christmas Eve, as Kamilat and her two sisters were walking home, a stalker and his accomplices splashed sulphuric acid on their bodies and faces. Kamilat suffered life-threatening and disfiguring facial and chest burns. Though less severe compared to what Kamilat suffered, her sisters also

sustained burns on their bodies.

The vigil condemned attacks against young girls and women in general and the campaign resolved to double its efforts in working against gender-based violence. In addition, the campaign called on the government to “spell out directions for clear legislative intervention and appropriate punishment against sexual violence offenders.”

In groups, discuss the issue of gender-based violence in relation to your school and village.

- ?
- What are the problems?
 - What do you think your role is as a student to reduce the problem?

Present a summary of your ideas in class for further discussion.

REMEMBER

- ❑ Civil associations are interested in cooperating and working together to promote the common good and welfare of the people.
- ❑ Participating in civil society can be done voluntarily to enhance social development and support the democratic process.
- ❑ Through civil societies, citizens can exercise their rights of participation in a democratic system.
- ❑ Commitment and dedication mean having the strength to maintain an effort to achieve certain goals.

2

LESSON

Monitoring and Influencing Actions of Government Bodies

By the end of this lesson, you should be able to:

- explain how to monitor and influence the actions of the government.

Why do you need to monitor and influence the actions of government bodies?

Community participation is one of the keys to the empowerment of a community. It creates the conditions for success. Studies have documented that communities that engage their citizens and partners in community development, raise more resources, achieve more results and develop in a more holistic and, ultimately, more beneficial way. Community participation is crucial for community success.

Community participation requires the active involvement of citizens in the social, economic and political realms at all levels and in all forms.

One example of community participation is political participation, by which citizens make their voices heard and get involved in political issues. Involvement in political parties is designed to influence elections and policy making. This has a positive effect both for the people and the government. Active community political participation serves as a bridge between the people and the government. Interest groups are usually formed to promote specific public concern.

Such participation involves:

- Voting in elections;

- Encouraging citizens to become involved in running for office;
- Financing campaigns;
- Drafting and implementing election laws;
- Taking part in political campaigning;
- Demonstrations and petitions.

During election campaigns, you will be able to establish the positions of political parties on different issues. Clarity of the party policy, their financial status and other areas can make a significant contribution to their success or failure. Political parties will have to spend large sums of money on organizing and publicizing their programs and policies. They require good financial backup in order to be competent and successful.

Demonstrations are public displays by groups showing approval, sympathy or disapproval towards a cause. When a demonstration is performed legally it follows the governing laws and is done without violence. For demonstrations to be legal they must be peaceful. When groups of people who have similar interests believe that they have to reflect their concern or opinion on certain issues, a peaceful demonstration is one activity people can participate in. Responsible citizens with active community participation become involved in demonstrations to influence the political decisions of officials and, as a result, to protect their interests and those of others.

Democracy itself encourages people to discuss the problems around them. This can lead to the formation of discussion groups or interest groups,

Monitoring and Influencing Actions of Government Bodies

which examine different issues. In the case of political issues, parties usually raise concerns and frame the agenda. These groups of common interest, or political parties, decide the most important issues to be addressed. For instance, if the well-being of citizens is a prevailing problem, it should be framed and discussed in a way that promotes the interests of the people. In framing a public agenda, these groups discuss the facts at hand and decide how to deal with the issue.

These framed agendas are then communicated to the public. Once a public issue is identified, certain groups of people will begin to form views on the subject. If the attitudes expressed on the area under discussion are strong, then public opinion on the topic emerges. Not all people develop strong views on public issues; some may be interested and others not. The attitudes and opinions that are formed are held for different reasons. Background factors such

as family, friends, neighbours, work, religion, school and education, play a significant role in forming individual opinions. In order to let the public know of the issues and form opinions, the framed agendas are communicated to them through mass media and word of mouth.

- Form your own discussion groups on one issue that is a concern in your community, for example inflation, education, health care, food, clean water, the treatment of women etc.
- How can you include the views of everyone? Does everyone care about the issue?
- After you have identified the issue, you then need to find out public opinion by asking the views of others in your class.
- Feed this information back to the rest of the class.

CASE STUDY

Barack Obama's presidential primary campaign 2008

In 2008, Barack Obama, a member of the Democratic Party, campaigned to be elected as the President of the United States. He made many speeches about his policies and beliefs. On disabilities he stated:

"We must build a world free of unnecessary barriers, stereotypes, and discrimination policies must be developed, attitudes must be shaped, and buildings and organizations must be designed to ensure that everyone has a chance to get the education they need and live independently as full citizens in their communities."

He regarded education as the ... 'vehicle for social and economic mobility, giving hope and opportunity to millions of young people. Our schools must prepare

students not only to meet the demands of the global economy, but also help students take their place as committed and engaged citizens. It must ensure that all students have a quality education regardless of race, class, or background.'

On women he says: "... ordinary women have taken on extraordinary odds to give their daughters the chance for something else; for a life more equal, more free, and filled with more opportunity than they ever had. In so many ways we have succeeded, but in so many areas we have much work left to do." - Barack Obama, Speech in Washington, DC, 11/10/05

Source: <http://www.barackobama.com/issues/>

Monitoring and Influencing Actions of Government Bodies



What do citizens expect from the speeches of an election campaign? Form groups to discuss your expectations as a group and present your summary in a class.

REMEMBER

- ❑ Community participation requires the active involvement of citizens in social, economic and political spheres at all levels.
- ❑ Political participation is active participation whereby citizens make their voices heard and get involved in political issues.
- ❑ Political parties' positions on different matters will be known during an election campaign.
- ❑ Demonstrations are public displays by groups showing approval, sympathy or disapproval towards a cause.

UNIT SUMMARY

Community participation is one of the key ingredients to an empowered community and is a condition for success. Studies have documented that communities that engage their citizens and partners fully in the work of the community, raise more resources, achieve more results and develop in a more holistic, and ultimately, more beneficial way. Community participation is crucial to community success.

Community participation requires the active involvement of citizens in the social, economic and political spheres at all levels. One example of community participation is political participation, by which citizens make their voices heard and get involved in political issues.

Apart from political participation, citizens can engage in civic participation. Civil actions are outside politics, religion, military etc. Civil associations do not have any other interest than cooperating and working to promote the common good and welfare of the people. Civil societies are formed by the free will of their members. Participating in civil society can be performed voluntarily to enhance social development and support the democratic process.

Finally, it is important to understand that public or civic participation has to be in the framework of the Constitution and law of the land. Without respecting these, public participation would not work. This is because the Constitution and laws of the land set boundaries to make public participation peaceful and successful.

GLOSSARY

<i>Civic participation:</i>	Civil actions outside politics, church, military etc.
<i>Election campaign:</i>	Vote-seeking activities.
<i>Peaceful demonstration:</i>	A gathering of people to protest, support or create awareness of an issue.
<i>Political Participation:</i>	Involvement in political issues.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – True or false

1. A peaceful demonstration is the process of lawfully expressing the supporting views and encouragement to the government.
2. Civil societies help citizens to actively follow the political activities of the government.
3. Public agendas enable citizens to know the burning issues around them.

Part II – Short answers

1. Enumerate at least four methods of political participation.
2. Explain the advantages of public participation in terms of an individual and of a community.

Unit 11

The Pursuit of Wisdom

Introduction

This unit will help you to understand the relevance of knowledge in life. It will expose you to the role of data in knowledge and the need to read for more knowledge. You will also be able to understand what myth means and its relationship with traditions.

Lessons

1. The Significance of Knowledge
2. Knowledge and Data
3. Reading for more Knowledge
4. Truth versus Myth

What you will learn

You will:

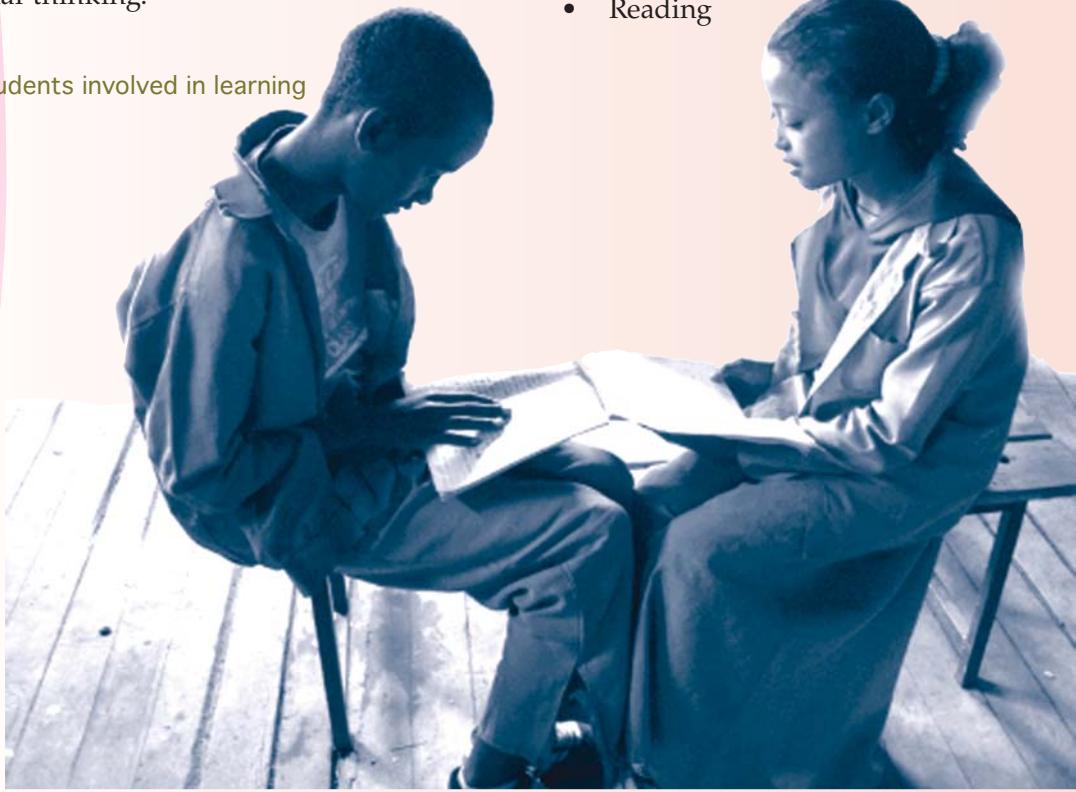
- recognize how knowledge is an instrument for rational thinking.

- realize the relationship between knowledge and data.
- appreciate reading as a means to the development of knowledge.

Key words and concepts

- | | |
|---------------|-----------------------------|
| • Data | • Significance of knowledge |
| • Information | • Truth |
| • Knowledge | • Wisdom |
| • Myth | |
| • Reading | |

Young students involved in learning



1

LESSON 1

The Significance of Knowledge

By the end of this lesson, you should be able to:

- explain what reasoning and objectivity mean.

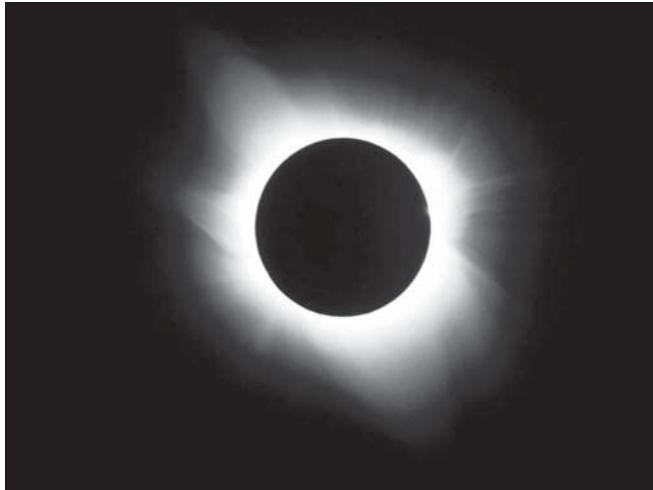
State one thing you believe to be true? How do you know it is true?

Humans have a natural tendency to want to know more about the world. They have an instinctive thirst for knowledge. Humans require knowledge to harness and reshape the environment they live in. It has given them power on earth. Humans improve actions of past generations to make life better. The skills we have developed over the years have helped us to become masters of nature. Today, humans are conquering outer space and have explored the moon.

Knowledge has helped man develop the power of reasoning. Reasoning is a process of thought that helps to make objective judgment. Knowledge, reason and objectivity are related. When knowledge, and reason are put together, they can give rise to objective judgment. So the basis of objective judgment is knowledge. With knowledge you make your life good. With knowledge you are powerful, but with ignorance you are weak. A democratic system benefits from citizens' knowledge, whereas ignorance weakens it.

Democracy is based on citizens being knowledgeable and informed. In order for people to make good decisions, they need to gather as much objective information on the issue as possible. Once you have the knowledge, then you can use reasoning to make a sound judgement. Knowledge gives you power in any given situation. When you are ignorant you become weak. The development of Ethiopia is supported by the knowledge of its citizens.

Form two groups to discuss the relationship of knowledge, reason and objectivity. Group leaders should report their ideas to the class for further discussion.



Solar eclipse

The Significance of Knowledge

CASE STUDY

Solar Eclipses

A solar eclipse occurs when the moon moves between earth and the sun. If the moon covers the disk of the sun completely the eclipse is a total solar eclipse. If the moon covers only part of the sun, the eclipse is a partial solar eclipse. During a solar eclipse, people in one place on earth may see a total eclipse, while people only a few hundred kilometers away see a partial eclipse.

Source: Michael A. Seeds. Foundations of Astronomy. Eighth Ed. 2005



Is this knowledge objectively obtained?
Can you deduce anything from this information using reasoning?

REMEMBER

- Humans have a natural tendency to want to know more about nature.
- Knowledge has given humans power on earth.
- When you make effort to get more knowledge, you will then become more reasonable and objective in judgment.
- Humans' desire for knowledge is expressed through an interest to know more about their surroundings.

2

LESSON

Knowledge and Data

By the end of this lesson, you should be able to:

- explain the purpose of analyzing data.

What is the difference between information and data?

Knowledge involves the gathering of information and data. It is the sum total of what has been perceived, discovered, or inferred. It is about facts, ideas and skills that are shared through generations. Specific knowledge can be obtained through analyzing and interpreting data. Data is figures obtained from observations or surveys. They serve as a basis for making calculations and drawing conclusions.

The conclusions drawn from data about a specific area may become useful information. After sorting the raw data and analyzing it you can draw conclusions. The information obtained can help you make an informed decision.

As a citizen you need to make choices from different viewpoints on public issues based on knowledge. This knowledge accelerates the development of the country.

Form groups to discuss in what ways scientific knowledge accelerates the development of Ethiopia. Group leaders should present their ideas to the class for more discussion.

CASE STUDY

Female students' good performance in school

A sub-city administration organized a program to motivate students who achieved good grades. The program was organized for those students who were above a certain grade level. 800 students who stood between first and third in their sections, were called in by the sub-city administration. The objective of the program was to give prizes for their achievements and motivate them to work hard in the years ahead. On this occasion, it was reported that, out of the total of 800 students, over 70 % were female students. This was news on the television and the national radio programs.

If you wanted more knowledge on these high achieving students, what raw data might you want to collect? How could you analyze this data? What purpose could it serve for the future?



Females are competitive in all walks of life

Knowledge and Data

REMEMBER

- Knowledge is the outcome of analysis of relevant data and information.
- Knowledge is the sum total of what has been perceived, discovered or inferred.
- Relevant data gives rise to relevant conclusions.
- Data are facts or figures obtained from experience or surveys.
- Information is knowledge acquired about a specific subject as a result of collected facts.

3

LESSON

Reading for more Knowledge

By the end of this lesson, you should be able to:

- explain the purpose of reading.

When was the last time you read something?
What was it and why did you read it?

One way of obtaining knowledge is through reading. You can read for many different reasons; it could be for enjoyment, learning or understanding. You may read a Civics and Ethical Education textbook to learn about your rights, obligations and how democracy works in Ethiopia. One of the objectives of reading is to get more knowledge. For instance, reading books about Mars will enable you to know more about Earth's neighbour.

In your Grade 7 chemistry textbook you would have learnt about atoms. You have defined an atom as the smallest piece of a simple substance or element that, when combined with other substances, forms molecules. You have also learned that it is made up of electrons, protons and neutrons. You can study it because scientists discovered the knowledge about atom. The many changes you see in the world and the development of technology are the results of efforts made by scientists. Scientists discover new knowledge because they are studying, observing and reading. Apart from what you read for knowledge, you should also read for pleasure.

Form groups to discuss how reading expands your knowledge. Group leaders should present their views to the class for further discussion.

When you read fiction you get pleasure and become more interested to read further. When we find a subject matter that interests us we want to find out more about it, often through reading on the topic. When we find fiction authors whose books we enjoy, we try to read all of their books. Reading for pleasure develops our reading skills in other areas.

Developing a reading habit means to march on the great highway of knowledge. The habit of reading starts when you are committed to read and make it a culture. If you give more time to reading, then it indicates that you are on the right course to developing the habit. The more you read, the easier it gets.

Reading is one of the cornerstones of formal and informal learning. When you are able to cultivate the habit of reading you will become an informed person. A great reader is a person who does not waste his/her time for no use, but one who reads continuously to get new knowledge. Aim to be a great reader and aim to contribute to the development of Ethiopia.

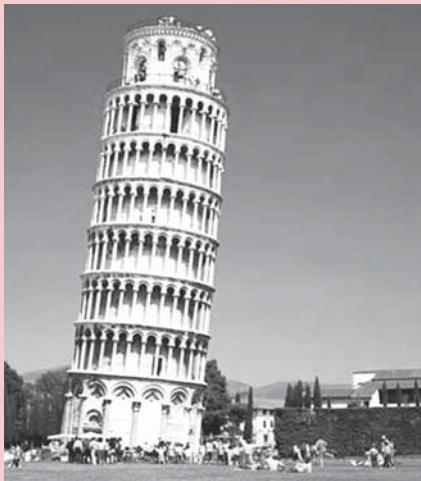
Reading for more Knowledge

CASE STUDY

Galileo

Although Galileo is often associated with the telescope, he also made systematic studies of the motion of falling bodies and that led to the law of inertia. According to tradition, Galileo demonstrated that the acceleration of a falling body is independent of its weight by dropping balls of iron and wood from the Leaning Tower of Pisa.

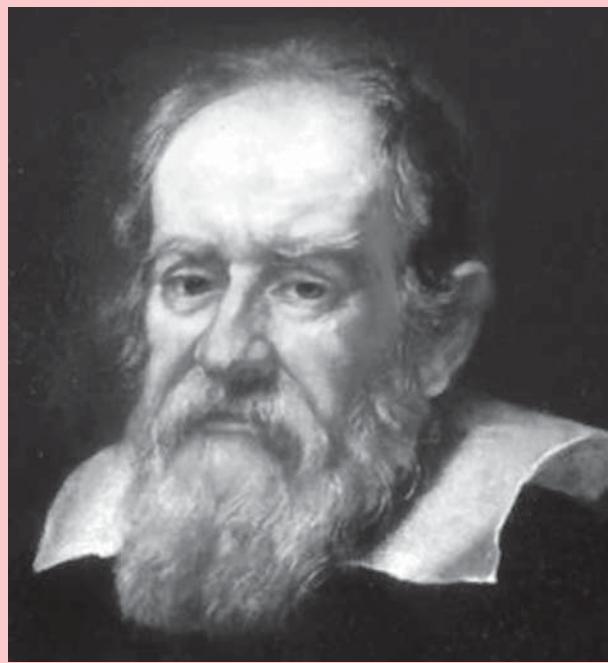
Source: Michael A. Seeds Foundations of Astronomy. Eighth Ed. 2005.



Leaning Tower of Pisa



Discuss in class with your teacher the significance of Galileo's contribution to knowledge.



Galileo

REMEMBER

- One way of obtaining knowledge is through reading.
- A great reader is a person who does not waste his/her time, but one who reads continuously to get new knowledge.
- When you read fiction you get pleasure and become more interested in reading.
- The habit of reading starts when you are committed to read and make it a culture.

LESSON

4

Truth versus Myth

By the end of this lesson, you should be able to:

- explain the difference between myth and truth.
- be truthful in your dealings with others.

What examples of myths can you think of? Tell your neighbour.

Human knowledge is built based on scientific facts. Facts reveal the true nature of reality. Thus, knowledge is truth about things in nature. Truth is the proven facts about something rather than what people generally accept. Beliefs that are not true may be called myths. They are not proven to be true through scientific methods of investigation. The basis of a myth is often tradition.

You should be able to differentiate myth from the truth. Cultures hold myths as important though they may recognize that they are not true. They may be used for social unity and to help give an

understanding of how society works.

This is part of culture but it cannot be proved. Until the making of the globe and maps etc. there was a myth that the earth was flat. But, after the Great Discovery of the 16th Century, it was proved wrong. Until then this myth had obstructed the expansion of navigation and trade. Although myths are important, they should not be a barrier to develop our culture.

With knowledge, the world has transformed a great deal. Knowledge is key to improving the life of people. Knowledge, wisdom and truth are tools to a good life. Today, governments are making use of knowledge to improve the living conditions of people. Myths are unscientific stories that people would like to tell and believe. Knowledge is truth. Knowledge creates the force that changes society.

Are there any other myths that you know of that have been disproved by science? Share these with the rest of the class.

CASE STUDY

Alexander the Great

Although Alexander was only 20 years old, he was already an experienced soldier. As a boy, he heard tales of Achilles, the mythical hero of the Iliad. Alexander saw himself as a second Achilles. This shows how myths can inspire great people. This

confident young man earned the title, Alexander the Great.

His most lasting achievement was the spread of Greek culture. Gradually, a blending of eastern and western cultures occurred. Alexander supported and encouraged learning throughout his empire.

Truth versus Myth



Are there any myths that have inspired you or any people that you know of? What were they and how did they inspire.

REMEMBER

- Human knowledge is built on scientific facts.
- Truth is the actual fact or information about something, rather than what people think, or accept.
- Myth can be defined as traditional cultural beliefs that are not based on empirical evidence.
- Knowledge is truth about things in nature and society.

UNIT SUMMARY

In this unit, you have obtained knowledge on the pursuit of wisdom. The unit emphasized the significance of knowledge and the relationship between information and data. You have seen the importance of reading to acquire more knowledge. You have also seen that in society people use myths as a tool but do not necessarily believe them to be real.

GLOSSARY

Data:	Facts or figures obtained from experience or surveys to make calculations and draw conclusions.
Information:	Knowledge acquired about a specific subject as a result of collected facts.
Myth:	A belief related to tradition that is not based on empirical evidence and which some people wrongly believe to be true.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. What do you understand by the pursuit of wisdom?
 - (a) it means to be serious in life
 - (b) it means to be able to guide life on the basis of knowledge
 - (c) it means not to be rational on all things
 - (d) it means to do good to others
2. What are the components of knowledge?
 - (a) information
 - (b) data
 - (c) truth
 - (d) all

Part II – True or false

1. Reason is related to knowledge.

2. Data helps to obtain knowledge.
3. There are myths that are important to know.
4. The habit of reading is essential for your life.
5. Humans changed the world through knowledge.

Part III – Short answers

1. What do you understand about knowledge?
2. What are data?
3. State three points you can get through reading?
4. What is truth?
5. Do you believe in myths? Why?