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GRADE 9
STUDENT TEXT BOOK

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CIVICS AND ETHICAL EDUCATION

Student Textbook Grade 9

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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 9. 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.

Readings have a blue background. They provide information which explains the lesson objectives.

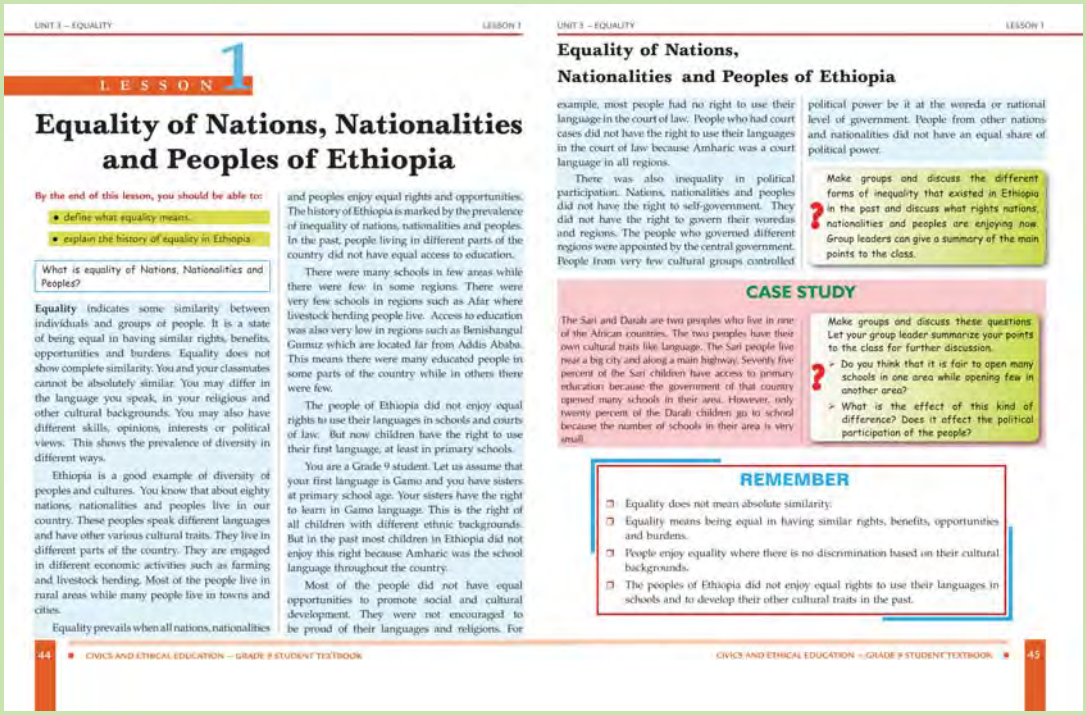
On many pages, you will find photographs or pictures which illustrate the topic you are studying.

Case studies are labelled and have a pink background. They provide real or simulated examples of the concept you are studying.

Each lesson has at least one set of questions linked to a reading or a case study. Look for the red question marks.

At the end of each lesson, you will find a list of points to remember in a red box. This will help you to revise.

This book is just one resource which you and your fellow students will use to learn about Civics and Ethical Education at this level. Information to support this book will be located with your teacher, on the Plasma programs, in other books and documents, and with people in your communities.



UNIT 3 – EQUALITY LESSON 1

LESSON 1

Equality of Nations, Nationalities and Peoples of Ethiopia

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

- define what equality means.
- explain the history of equality in Ethiopia

What is equality of Nations, Nationalities and Peoples?

Equality indicates some similarity between individuals and groups of people. It is a state of being equal in having similar rights, benefits, opportunities and burdens. Equality does not show complete similarity. You and your classmates cannot be absolutely similar. You may differ in the language you speak, in your religious and other cultural backgrounds. You may also have different skills, opinions, interests or political views. This shows the prevalence of diversity in different ways.

Ethiopia is a good example of diversity of peoples and cultures. You know that about eighty nations, nationalities and peoples live in our country. These peoples speak different languages and have other various cultural traits. They live in different parts of the country. They are engaged in different economic activities such as farming and livestock herding. Most of the people live in rural areas while many people live in towns and cities.

Equality prevails when all nations, nationalities and peoples enjoy equal rights and opportunities. The history of Ethiopia is marked by the prevalence of inequality of nations, nationalities and peoples. In the past, people living in different parts of the country did not have equal access to education.

There were many schools in few areas while there were few in some regions. There were very few schools in regions such as Afar where livestock herding people live. Access to education was also very low in regions such as Benishangul Gumuz which are located far from Addis Ababa. This means there were many educated people in some parts of the country while in others there were few.

The people of Ethiopia did not enjoy equal rights to use their languages in schools and courts of law. But now children have the right to use their first language, at least in primary schools.

You are a Grade 9 student. Let us assume that your first language is Gamo and you have sisters at primary school age. Your sisters have the right to learn in Gamo language. This is the right of all children with different ethnic backgrounds. But in the past most children in Ethiopia did not enjoy this right because Amharic was the school language throughout the country.

Most of the people did not have equal opportunities to promote social and cultural development. They were not encouraged to be proud of their languages and religions. For

UNIT 3 – EQUALITY LESSON 1

Equality of Nations, Nationalities and Peoples of Ethiopia

example, most people had no right to use their language in the court of law. People who had court cases did not have the right to use their languages in the court of law because Amharic was a court language in all regions.

There was also inequality in political participation. Nations, nationalities and peoples did not have the right to self-government. They did not have the right to govern their woredas and regions. The people who governed different regions were appointed by the central government. People from very few cultural groups controlled political power be it at the woreda or national level of government. People from other nations and nationalities did not have an equal share of political power.

? Make groups and discuss the different forms of inequality that existed in Ethiopia in the past and discuss what rights nations, nationalities and peoples are enjoying now. Group leaders can give a summary of the main points to the class.

CASE STUDY

The Sari and Darab are two peoples who live in one of the African countries. The two peoples have their own cultural traits like language. The Sari people live near a big city and along a main highway. Seventy five percent of the Sari children have access to primary education because the government of that country opened many schools in their area. However, only twenty percent of the Darab children go to school because the number of schools in their area is very small.

? Make groups and discuss these questions. Let your group leader summarize your points to the class for further discussion.

- Do you think that it is fair to open many schools in one area while opening few in another area?
- What is the effect of this kind of difference? Does it affect the political participation of the people?

REMEMBER

- Equality does not mean absolute similarity.
- Equality means being equal in having similar rights, benefits, opportunities and burdens.
- People enjoy equality where there is no discrimination based on their cultural backgrounds.
- The peoples of Ethiopia did not enjoy equal rights to use their languages in schools and to develop their other cultural traits in the past.

Unit 1

Building a Democratic System

Introduction

This unit is very important as you will learn the basic ideas of democracy and the democratic system. When you complete this unit, it will help you to understand the other units more easily.

Lessons

1. Democracy and the Democratic System
2. Rights
3. Obligations
4. Tolerance of Diversity
5. Systems of Government in Ethiopia
6. Limits of Power
7. Ethiopia's Foreign Relations

What you will learn

You will:

- appreciate the meaning of democracy.
- realize the basic rights of Ethiopian citizens as stated in the Federal Constitution.

Key words and concepts

- Ambassador
- Autocracy
- Citizen
- Confederation
- Constitution
- Democracy
- Democratic system
- Dictatorship
- Diplomacy
- Diplomat
- Direct Democracy
- Diversity
- Election
- Federation
- Foreign Policy
- Foreign Relations
- Government
- Human Rights
- Indirect Democracy
- Majority Rule
- Negotiation
- Obligations
- Representative Democracy
- Rights
- Tolerance
- Unitary
- Voting



Voting in elections — One of the pillars of democracy

LESSON 1

Democracy and the Democratic System

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

- define democracy.
- state the characteristics of democracy.
- demonstrate some democratic characteristics.

- What do you know about democracy? Can you explain your ideas to the class?
- Give some practical examples to show when you made a democratic decision with your friends, e.g., deciding who is to play in the football team.
- Is it sometimes difficult to be democratic? Discuss this as a class.

What Democracy is?

Democracy is a type of government where people elect their leaders. The ancient Greeks in Athens first practiced it. Women and slaves had no right to elect their leaders and were not able to be elected. In Athens, a council of 500 citizens carried out the day-to-day government's work. However, an assembly of all citizens living in the city-state voted on all-important issues. This is a direct democracy.

Today we practice democracy in a different way. Everybody has the right to elect representatives to Parliament, Congress or Shengo. Everyone has the right to stand for election. There is no discrimination based on sex and occupation. In this type of democracy, people are involved in the day-to-day decision making of government indirectly through their elected representatives. This is called representative or indirect democracy.

The Ancient City of Athens



The Parthenon: One of the Seven Wonders of the World

The Modern Athens



Athens gave the world Socrates, Plato and Aristotle, systematic mathematics, the Olympics and, above all, democracy

Democracy and the Democratic System

The word ***democracy*** is a combination of two Greek words, *Demos* and *Kratos*. *Demos* means *The People* and *Kratos* means *Authority*. The direct meaning of democracy is ***People's Authority***.

The 1995 Constitution of Ethiopia expresses how representative democracy works in Ethiopia in its Article 54 as follows:

Members of the House of Peoples' Representatives shall be elected by the People for a term of five years on the basis of universal suffrage and by direct, free and fair elections held by secret ballot.

Nonetheless, direct democracy is practiced in the present world in limited ways. During referendum and in small communities direct democracy can be practiced. Small communities like the Bana and Hamer in south western Ethiopia can decide on matters that affect their cultural and economic development through direct democracy. In kebeles, some aspects of direct democracy can be exercised.

? Form groups of six students. In each group, three will discuss direct democracy and the other three, indirect democracy. Share feedback with the other groups.

CASE STUDY

Electing a class representative

On October 6, 2007, students in a high school elected their class representatives. The homeroom teachers facilitated the election. The homeroom teacher of 9B helped the students to form an election committee. The election committee explained to the students that the election would be conducted secretly.

Following this, the students nominated their candidates: Goyteom, Fatuma and Ayele. The candidates each made a fifteen minute speech explaining what they would do if elected. Then voting was conducted and the election committee announced the results.

No	Candidate	Votes	Remarks
1	Fatuma	31	Winner
2	Ayele	10	
3	Goyteom	7	
	Total	48	7 did not vote

Fatuma became the winner, so the election committee chair invited her to make a speech to the class. She thanked them and promised to serve them all equally.

? Should Fatuma serve only those students who elected her or the whole class?

In your own class, if there is an election, would you vote for your friend or someone who is going to serve all the students equally?

A democratic system is the best system we have had so far. This is because the people are the source of government power. Because of this, it is defined as ***Rule by the People***. A democratic system has the following characteristics:

- a democratic constitution
- the rule of law
- free, fair and regular elections
- active citizen participation
- respect for human and democratic rights

A **democratic constitution** is the fundamental law or legal document that expresses the will or desires of the people. It is a vital component of a democratic system.

Democracy and the Democratic System

The **rule of law** is the legal practice or exercise that treats all citizens impartially or equally. The rule of law does not consider a person to be a criminal until convicted before a court of law. The rule of law can only be exercised under a democratic system.

Free, fair and regular elections are conducted under a government whose source of power is the people. Such a government is a democratic government. Such practice includes no intimidation during elections, accepting election results and resolving problems arising through peaceful negotiations and compromise.

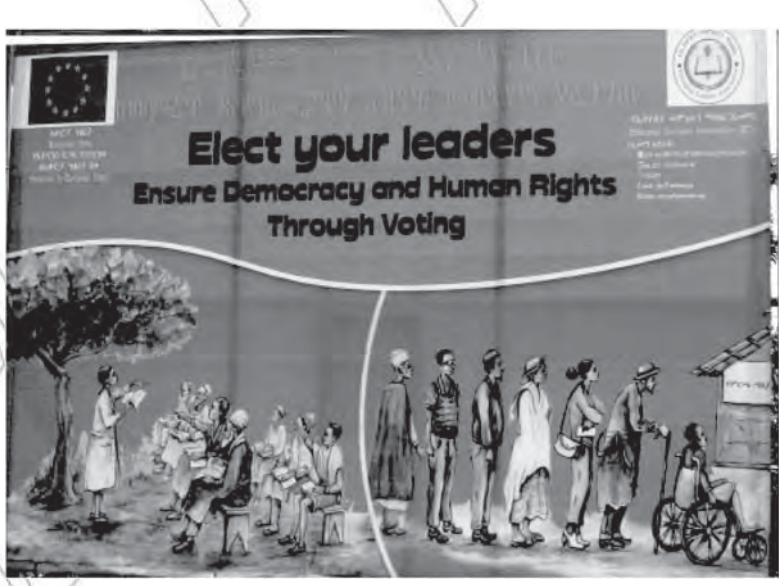
Democracy is rule by the people. They are the ultimate source of power for the government. When there is **active citizen participation** in the social, economic and political life, democratic rule is ensured.

Respect for human and democratic rights

These are essential components of a democratic system. The rights to life, liberty and the security of person are part of human rights. The rights of thought, opinion and expression are part of political rights. Without such rights no democratic system can exist. As a citizen of Ethiopia, you have these rights to enjoy.



Person voting in a democratic election



Poster encouraging democracy

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Democracy and the Democratic System

Freedom of speech

Freedom of speech is an essential feature or principle of democracy. Without it no democratic system can exist. A democratic system rests on the expressed will of the people. The media plays a huge role in promoting freedom of speech.

? Form small groups. Each group should pick one characteristic of a democratic system to discuss. The group representatives should present their ideas to the class.



Counting votes after an election

REMEMBER

- Democracy is defined as Rule by the People.
- In a direct democracy, the people are involved directly in the day-to-day decision-making.
- In an indirect democracy, the people are involved indirectly through their own elected representatives.
- A democratic system requires a democratic constitution and the rule of law.
- Democracy is possible when free, fair and regular elections are held.
- Respect for human rights is necessary in a democracy.

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LESSON 2

Rights

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

- explain the basic human and democratic rights which all people have.
- defend your human and democratic rights.

- What do you understand about rights?
- What rights do you think you have?

In a democracy, every person has fundamental rights and freedoms. Rights refer to political, economic, social, and other advantages to which someone has a just claim, morally or in law. Rights include the freedom to act or not to act in a particular fashion. Rights involve duty to permit the same freedom to others. The rights that citizens in Ethiopia have are expressed in detail in the 1995 Constitution. Rights come under two categories. The first one is human rights. This includes the right to life, the right to liberty, the right to privacy, etc.

The right to life is stated in the Federal Constitution under Article 15 as follows:

Every person has the right to life. No person may be deprived of his life except as a punishment for a serious criminal offence determined by law.

Under Article 26 sub-article 1, the right to privacy is stated as:

Everyone has the right to privacy. This right shall include the right not to be subjected to searches of his home, person property, or the seizure of any property under his personal possession.

The second is democratic rights. These rights include the right of thought, opinion and expression. Freedom of association, movement and rights of nationality are part of democratic rights as stated in the Federal Constitution under Article 24 sub-articles 1 and 2:

1. *Everyone has the right to respect for his human dignity, reputation and honour.*
2. *Everyone has the right to the free development of his personality in a manner compatible with the rights of other citizens.*

As a child you have some special rights to enjoy. You have protection under these rights. Concerning the rights of children, the Ethiopian Constitution under Article 36 sub-article 1 states the following:

Every child has the right:

(*a*) *To life;*

(*b*) *To a name and nationality;*

(*c*) *To know and be cared for by his or her parents or legal guardians;*

(*d*) *Not to be subjected to exploitative practices, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being;*

(*e*) *To be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children.*

All children have the right to education and health care

Likewise, the Federal Constitution recognizes women's rights: Article 35 sub-articles 1, 2, and 7 state the rights of women:

1. *Women shall, in the enjoyment of rights and protections provided for by this Constitution,*

Rights

have equal right with men.



Children from different ethnic groups at school

2. *Women have equal rights with men in marriage as prescribed by this Constitution.*
7. *Women have the right to acquire, administer, control, use and transfer property. In particular, they have equal rights with men with respect to use, transfer, administration and control of land. They shall also enjoy equal treatment in the inheritance of property.*

As citizens of Ethiopia, you have the constitutional protection to use these rights. It is important for you to know about these rights so that you can defend and use them properly. In the past, children's rights and the rights of women were not given constitutional protection.

This resulted in many abuses being made against them. Female students should know about their constitutional rights so that they will be able to defend themselves for their own good.

These rights are part of the international agreements and conventions that many countries have incorporated in their legal systems. They are included in the United Nations Universal Declaration of Human Rights. The Declaration was issued in 1948. Since then it has been enriched by subsequent agreements and conventions compiled as International Instruments. Ethiopia has ratified some of these instruments and they are part of the law of the country.

Article 10 of the Constitution deals with Human and Democratic Rights as follows:

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.*

According to the Constitution, these rights must not be violated. They are considered as inalienable and cannot be taken away from any person. Everyone is born to enjoy these rights.

In the past, human and democratic rights were not respected in Ethiopia. The governments were suppressing the rights of the people. Thus, the people had no freedom. Many of those who attempted to resist were killed. Some were put in prison, and some others were forced to leave their country in exile.

Copy this table. Form groups to discuss and list on the copy your democratic and human rights in school, at home and in the community. One example is provided.

	Human and Democratic Rights		
	At school	At home	In the community
1		To be cared for by parents or guardians	
2			
3			
4			

Rights

CASE STUDY

Human Right's Abuse

Anenni lives with her parents who are farmers. She is 13 years of age and is learning in Grade 9 in a town near her home. After school, on her way back home, she met a group of three people coming towards her. Unable to escape, she was beaten up and raped.

The rapist was an HIV/AIDS victim. After a blood test, she knew that she had become a victim of HIV/AIDS. She continued going to school but was very upset. The rapist and his collaborators were brought before the court. The rapist was imprisoned with his accomplices. But Anenni has to live with HIV/AIDS for the rest of her life.

Under which kind of rights do you think that:

- Rape is a crime?
- The parents of Anenni brought the rapist to court?
- Anenni was going to school?
- Her decision to continue going to school is the correct decision?

REMEMBER

- Every person has fundamental rights and freedom.
- In a democracy, all citizens have human and democratic rights.
- The right to life is the right not to be killed.
- You have some special rights to enjoy, such as the rights of the child and the right to education.
- In a democracy, every person has fundamental rights and freedoms.
- In the past, children's rights were not constitutionally recognized and women did not have constitutional protection, so many abuses were made against them.
- Rights could be political or social advantages to which someone has a just claim, morally or in law.
- Rights involve the duty to permit the same freedom to others.

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LESSON 3

Obligations

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

- explain the obligations which citizens have.
- give due respect to your friends.

- Do you have any idea what obligations are?
- Discuss the obligations which you and your friends, or members of families, have to each other.
- What obligations do you have in school, community and in your own family?

In the previous lesson, you studied rights and you have seen that you have certain rights. In this lesson, you will learn about the obligations which you have when exercising your rights.

You have many rights to enjoy but no society gives its citizens limitless rights. Sharing rights with others requires an ability to keep the balance required between yourself and others. You have to respect the same rights others have. Knowledge of the extent of your own rights enables you to understand the obligations you have. Your obligations arise from the relations you have with others. In other words, your obligations arise from your social life. Your obligations are conditioned by social norms, customs, values, traditions and culture. Law also has a role in maintaining certain obligations. There are things that the law prohibits and certain obligations that citizens have to respect to be lawful.

Obligations are duties to fulfill. You have the obligation, or duty, to respect the rights of others. You have the obligation not to violate others' rights.

As a student, you have the right to education. At the same time, you have the obligation to respect the rules of your school. These obligations may include wearing uniform, doing homework and arriving at school on time. You have the obligation to protect school and public properties from damage. In your class, you have the obligation to respect the rights of other students.

Outside school you have the obligation to participate in community activities. This may include taking part with others in sanitation activities in your kebele. You have a duty to help parents at home.

When you grow up, you will have constitutional obligations to fulfill. One of these obligations is paying tax. The tax you will pay helps expand schools and health care services in places where they are not available.

Paying tax is not a burden but an opportunity for the tax payers. It is one way of participating and contributing to the development of the country. To work to improve one's own life is part of the economic right of citizens, but paying tax proportional to one's income is an obligation.

Obligations

Fulfilling your obligations gives you the freedom to use all the rights you have as a citizen.

Article 9 sub-article 2 of the Federal Constitution expresses citizens' obligations as follows:

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. Form groups, discuss and list on the copy some of the obligations you have at school, at home and in the community. An example is provided.

	Obligations		
	At school	At home	In the community
1	Respecting school rules		
2			
3			
4			
5			



Citizens involved in community participation

© Not

Obligations

Copy this table. Form groups to discuss and list on the copy what tax money could do for Ethiopia. An example is provided.

	What tax money could do for development
1	Road construction
2	
3	
4	
5	
6	



Tax payer fulfilling obligations

REMEMBER

- Obligations are duties.
- When you grow up, you will have constitutional obligations to fulfill.
- You have the duty to help your parents at home.
- You have the obligation to protect school and public properties from damage.
- Paying tax is not a burden but an opportunity for the tax payers.
- Paying tax is one way of participating and contributing for the development of the country.
- There is no society that gives its citizens limitless rights. Your rights are limited because you share rights with others.
- Knowledge of the extent of your rights enables you to understand your obligations.
- Your obligations arise from the relationship you have with others.
- Your obligations are conditioned by social norms, customs, values, traditions and cultures.

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LESSON 4

Tolerance of Diversity

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

- describe what tolerance of diversity is.
- explain the distinctive characteristics of post 1991 Ethiopian society.
- demonstrate tolerance of diversity.

Give examples of how you have had to be tolerant with family and friends. Discuss as a class.

Diversity is to be different in some ways. It could be defined as the range of different groups that make up a wider population. For example, in your own class there are probably students who speak different languages and follow different religions. This is one form of diversity. Some of the students in your section are tall, short, fat or thin. This shows physical differences. Some students in your class may like to drink coffee, while others tea. This is a difference in individual taste. You can also see that some students have different view points on some issues from others. These are differences of opinion. Such differences you observe show diversity.

In the broader sense, diversity occurs when very different people come together within a group or place. Your own class is a good example where you see diversity in religion, language, ethnic group and the like. People living in your community could have the same diversity that you observe in school.

The same diversity is seen at a national level. The fact that more than eighty languages are spoken, the different religions and the variety of traditions and customs show evidence of diversity. Democracy teaches us that cultural diversity is very valuable.

A country with cultural diversity is as beautiful as a painting made up of different colours. A democratic system is characterized by diversity.

In Ethiopia, past governments failed to see diversity in a positive way. Failing to appreciate cultural diversity leads to treating some cultures as superior and others as inferior. This happened in Ethiopia for a long time. The democratic government that came to power in 1991 issued the constitution that changed the ways of the past. Today, the Nations, Nationalities and Peoples of Ethiopia are equal. They have the constitutional right to promote and develop their cultural identity. This is **multiculturalism**. It means accepting all cultural groups as equal and gives equal opportunity for their development.

In line with this, the Constitution under Article 91 sub-article 1 states:

Government shall have the duty to support, on the basis of equality, the growth and enrichment of cultures and traditions that are compatible with fundamental rights, human dignity, democratic norms and ideals, and the provisions of the Constitution.

Tolerance of Diversity

Ethiopia — A land of cultural diversity

Copy this table. Form groups, discuss and list on the copy the different cultural groups you know in your surroundings and in Ethiopia. An example is provided.

	Ethiopia — A land of different cultures
1	Hamer
2	
3	
4	
5	
6	
7	
8	
9	
10	







Different Cultures of Ethiopia

CASE STUDY

School friends

Aziza, Tolossa, Yerga, Mebrat and Leul are students in a high school. They are close friends. Aziza is a Muslim and Tolossa is a Protestant. Yerga is a Jehovah's Witness while Mebrat and Leul are Orthodox Christians.

These friends belong to different ethnic groups. Yerga is a Guraghe, Aziza is a Hararri and Tolossa is an Oromo, Mebrat is an Amara and Leul is a Tigre. They are very proud of their own religions, languages, and other cultural traits. As friends, they share similar views and respect each other's cultures. When the school year is over they have agreed to go to Emdeber and stay there for one week with Yerga's relatives.

Next year, during semester break, Tolossa has promised to take them to Gendeberet to visit his parents. They have agreed to continue this plan to visit everyone's relatives in order to see their way of life.

Form groups to discuss what lesson you learnt from the school friends in the case study.

The group leaders should present their ideas to the class for discussion.

Tolerance of Diversity

You have seen that diversity occurs when groups and individuals have different cultures and viewpoints. In order to handle diversity, you need to be tolerant.

Tolerance means acceptance of a person, group or community based on worth, merit, dignity and honour. It is to be willing to accept the beliefs, way of life and viewpoints of others. As a citizen you have to accept that the culture of others is as good as your own.

You should be willing to listen to viewpoints that others hold. You should be able to live with people having different religions, languages, and other cultural traits.

When you are willing to learn more about those who are different from you, then you will start developing tolerance. When you are able to understand them, they will understand you. Accepting others means accepting them in your surroundings. Tolerance is a key to living with others in peace.

One way of promoting tolerance could be to have a culture day at your school. You can plan this with your teachers and school administration before the school year is over. People from different groups could set up an exhibition of their ways of life and perform their songs and dances. This will help you learn more about others.

Form groups and identify the different cultural backgrounds you come from. Fill in a copy of this table showing the cultural groups and practices. Some of you can tell the rest of the class about your culture.

	Cultural practices	
	Cultural group	**Cultural practice**
1	Gurage	Enset as staple food
2		
3		
4		
5		
6		
7		
8		

CASE STUDY

A cultural dance moment

Ato Agewa is a civic and ethical education teacher in a high school. He teaches in Grade 9. After finishing the lesson on diversity and tolerance, he gave an assignment to his students. The assignment was to ask their parents to train them in the dances of their cultural groups.

When students came to school on Monday, they were all ready to perform the music and dances they had rehearsed with their parents at home. When the music and dances were performed on the stage the whole class was involved. Siltigna, Agewegna, Afaregna, Somalegna, Gumuzegna, Oromiffa, Amaregana, Tigregna, Guragegna, Aderegna and Kefegna music and dances were performed by the students. It was an

Tolerance of Diversity

unforgettable experience, a moment everybody would remember. Every student appreciated the occasion because it was a real learning opportunity for them, teaching them about the different languages spoken, and the traditional music and dances of Ethiopia.

? Form groups to discuss what you can learn from the different cultural dances. Group leaders can present their ideas to the rest of the class.







Cultural dances of Ethiopia

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Tolerance of Diversity

REMEMBER

- Diversity is to be different in some ways.
- Ethiopia is a country of cultural diversity.
- Citizens in Ethiopia have the constitutional right to promote and develop their cultural identity.
- Tolerance helps us handle cultural and personal differences in a positive way.
- Tolerance means accepting all differences between people.
- As a citizen you have to accept that other people's culture is as good as your own.
- Diversity occurs when very different people come together within a group or place.
- Failing to appreciate cultural diversity leads to treating some cultures as superior and others as inferior.
- Today the Nations, Nationalities and Peoples of Ethiopia are equal and have the constitutional right to promote and develop their cultural identity.
- Multiculturalism means accepting all cultural groups as equal and giving equal opportunities for their development.
- Tolerance means acceptance of a person, group, or community on worth, merit, dignity and honour.

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LESSON 5

Systems of Government in Ethiopia

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

- describe the nature and structure of the government in Ethiopia.

With your neighbour, discuss the different systems of government in Ethiopia.

There are three systems of government in the world. These are Unitary, Federal and Confederation.

Unitary

Most states in the world are **unitary.** In unitary states, all power is in the hands of the central government. There is only one constitution. There are various types of unitary government. Some are **autocratic**, some are **military dictatorships** and some are **democratic.** For example, in Ethiopia during the reign of Emperor Haile Selassie, there was a unitary government which was autocratic. Autocracy means absolute rule by kings. During the *Derg,* Ethiopia had a unitary government which was a military dictatorship. In contrast, the United Kingdom has a unitary system of government which is democratic. A democratic government, as you know, is rule by the people.

Federal

Under a federal government, power is shared between the federal and the regional states. The regional states have the right to have their own constitutions. They have the authority to manage the administration of their own regions. For example, at present, Ethiopia is a federal state with nine regional states. The USA, Canada, Nigeria and India are also federal states.

Map of Ethiopia



Copy this map into your exercise book. Draw the boundaries of each regional state.

Confederation

The third type of state is a **confederation**. It is the union of independent states. The member states retain their sovereignty and come under a common control for the performance of certain definite functions. It is formed between independent countries, often for economic or military purposes. If the members of the confederation integrate well,

Systems of Government in Ethiopia

this may lead to the formation of a federal state.

The European Union is a good example of a confederation to which many countries belong. It seems to be going in the direction of creating a United States of Europe.



Flag of the European Union

In Ethiopia, the two previous governments had issued different types of constitutions. Under the monarchy, both in 1931 and 1955, the constitutions gave absolute power to the king. Under military dictatorship, the constitution gave absolute power to the Derg. In both the governments, the people were subjected to repression. They were denied fundamental rights. The Federal Democratic Republic of Ethiopia's (FDRE) Constitution states that the source of power is the Nations, Nationalities and Peoples of Ethiopia. The Constitution of 1995 has laid the foundation for democracy. The transition from repressive rule to democracy cannot be a task which can be accomplished in one go, rather it is a process that takes time to establish in society. It is a process to be enriched by the contribution of every citizen.

? Form groups in the class and, through role play, represent the three governments in Ethiopia to show some of their characteristics.

Article 8 of the Constitution reads 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.*

? Form groups and discuss the following:

- What do you understand by sovereignty of Nations, Nationalities and Peoples of Ethiopia?
- How do the Ethiopians express their sovereignty?

Group leaders should present their ideas to the class for further discussion.

REMEMBER

- Autocracy means absolute rule by kings.
- The Derg was a military dictatorship.
- The present structure of government in Ethiopia is a federal democratic republic.
- The constitution of 1995 has laid the foundation for democracy.
- The transition from repressive rule to democracy cannot be a one-off task; rather it is a process that takes some time to establish in society.
- Under federal government, power is shared between the federal and the regional states.
- In unitary states, all power is in the hands of the central government.

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LESSON 6

Limits of Power

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

- explain the source of political power under the three governments of Ethiopia.

- What do you think power means?
- Discuss why you think that the powers of governments need to be limited.
- What could happen if they were not limited?

In the previous lesson, you have seen the systems of government in Ethiopia. You learnt that there were autocracy and military dictatorships in Ethiopia. In 1991, the military dictatorship was overthrown and federalism was introduced. In this lesson, you will learn how the different governments in Ethiopia exercised power.

Power means to force others to do what the power holder wants. In a democracy, it is limiting the power of a government that is an essential attribute.

In Ethiopia, the **monarchy** and the military dictatorship denied the people their freedom and exercised **unlimited power**. Emperor Haile Selassie I was an absolute monarch who ruled Ethiopia with unlimited power for a long time. Absolute rule means to have power with no limits. He believed that he was God-sent, and claimed to have divine power. He was not responsible to the people and the people had no right of political participation. He issued a constitution in 1931 and amended it in 1955. These constitutions stated that his power was absolute, therefore, unlimited. Nothing was more important than the Emperor himself, even the country.



The last emperor of Ethiopia — Haile Selassie I



The arrest of Haile Selassie I

Limits of Power



Col. Mengistu Haile Mariam



Victims of the Red Terror

When Haile Selassie was replaced by the Derg, the military dictators continued to exercise unlimited power in a different form. The Derg used military force to stay in power. So, the source of its power was the army not the people. During the Derg, people were killed and their rights were badly abused. It was a period of rule by fear. The Derg issued a constitution in 1987 to strengthen its power to rule with the single party it had established. There was no freedom of expression and association. There was no rule of law. So, people were not allowed to form political parties. Both governments exercised unlimited power over the people. Thus, the Ethiopians faced extreme repression under the two governments.

In 1991, the military dictatorship of the Derg was overthrown and replaced by a Transitional Government headed by the EPRDF. In 1995, the government issued a constitution which states that the people are the source of the power of the government. In the Constitution, democratic and human rights of citizens are respected. The Constitution states the right of the people to free, fair and regular elections, and a multi-party system. These help limit the power of government. Only democratic governments have **limited power**. This is possible when government officials are transparent and accountable for what they do and bear the consequences.

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Limits of Power

Copy this table. Form groups, discuss and list on the copy the characteristics of governments with 'limited power' and 'unlimited power'.

	Government with limited power	Government with unlimited power
1	Elected government	Unelected government
2		
3		
4		
5		
6		



Frederick Chiluba

CASE STUDY

The Case of Frederick Chiluba of Zambia

Frederick Chiluba came to power in Zambia through election. He was the president of Zambia for ten years (1991-2001). The Constitution of Zambia allows a president to stay in power for only two terms. Each term is five years. But Chiluba wanted to remain in power for a third term. This is contrary to the constitution of Zambia.

His attempt to stand for election for the third term failed because the people strongly opposed him. Later on, he was accused by the High Court of Zambia of trying to stay in power unlawfully.

Limits of Power

Discuss:

- How do you see the action taken by Chiluba?
- Did he attempt to exercise limited or unlimited power?
- Is it acceptable for a President to change the constitution to promote his or her personal interests to stay in power?

REMEMBER

- Power means to be able to force others to do what the power holder wants.
- In a democracy, limiting power of government is an essential attribute.
- Emperor Haile Selassie was an absolute monarch who ruled Ethiopia with unlimited power for a long time.
- In the 1995 Constitution, democratic and human rights of citizens are respected.
- In Ethiopia, the monarchy and the military dictatorship had exercised unlimited power.
- The Derg used military force to stay in power.

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LESSON 7

Ethiopia's Foreign Relations

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

- state the principles of the Ethiopian foreign policy.

- What do you think foreign relations are?
- Do you think foreign relations help the development of the country?
- Why is it important for countries to be able to communicate and negotiate?

Independent countries of the world have foreign relations with one another. The purpose of the relation is to mutually advance and promote national interests of states. **Foreign relations** could be defined as the external relations of a country. The relation between countries gives rise to international relations.

Ethiopia's foreign relations are its external relations with countries of the world. Foreign relations are conducted between independent countries, international and regional organizations. International and regional organizations include the United Nations (UN), the African Union (AU), the European Union (EU), World Bank and others. Such relations promote mutual benefits.

These involve opening embassies and missions in other countries. Those who work in embassies are called diplomats. The **Ambassador** heads the diplomatic mission in the host country. **Diplomats** are trained to be able to negotiate with governments and people in other countries. Our diplomats represent Ethiopia in the host countries, international and regional organizations.

This gives rise to **diplomatic relations**. Such a relationship requires having diplomatic missions stationed in host countries. Ethiopia has diplomatic missions in countries where it has established diplomatic relations.

Diplomatic mission refers to a foreign body which is set up by mutual agreement of states to deal with foreign relations. The objective is to maintain constant official contacts and to act on all political and other questions arising from the interrelationship of states. Diplomatic missions could be for state to state relations and state's relations with regional and international organizations.



Ethiopian Embassy in London, UK

Ethiopia's Foreign Relations

Ethiopia has diplomatic relations with many countries. It has relations with Djibouti, the United States of America (USA), the United Kingdom (UK), Japan, China, Germany, etc. It has diplomatic missions to the UN, AU and EU. Foreign relations are based on **foreign policy**. It regulates a country's relations with other countries and organizations.

Ethiopian Diplomats are guided by the foreign policy objectives of the country. These objectives are stated in the 1995 Constitution. Among the stated foreign policy objectives are protection of national interests and respect for the sovereignty of the country. The policy also advances non-interference in the internal affairs of other states, observance of international agreements and promotion of mutual economic development with other countries. Ethiopia's foreign policy especially advances a closer relationship with African countries for peaceful co-existence and mutual economic development.

Diplomatic relations of countries comprise different types of relations. These include cultural and educational, military, political, security and economic relations. At different times countries could give more emphasis to one relationship over another. This depends on their circumstances and their policy objectives. Ethiopia currently promotes economic diplomacy more aggressively. The policy objective of the country is to attract more foreign investment for development. This does not mean that other relationships are ignored. Achieving development is the priority of the foreign policy objectives of the country.

1. Discuss with the class if you have seen Ethiopian officials signing agreements with other countries on television.
2. Name some countries which have embassies in Ethiopia.
3. Fill in a copy of this table showing those countries that Ethiopia has diplomatic relations with. An example is provided.

	Ethiopia's Diplomatic Missions Abroad
1	Great Britain
2	
3	
4	
5	
6	





Hydro-electric power built in co-operation with the EU

Ethiopia's Foreign Relations



Road built as a result of co-operation with other countries

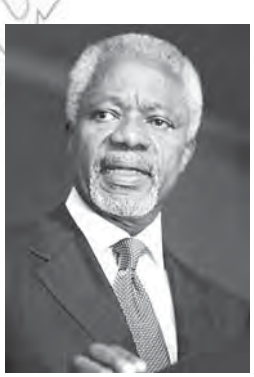
Diplomacy, Negotiation and Tolerance

Countries which have common interests could establish diplomatic relations. Such a relation is carried out by persons called diplomats. The relations could include economic, cultural, political and military relations. The implementation of these relations is carried out through diplomacy. Diplomacy refers to the practiced art of official representation abroad of sovereign states by persons and organizations specialized in such conduct. One of the functions of diplomacy is to conduct negotiations. Negotiation is to talk with diplomats and government officials in order to settle an issue or disagreement and try to come up with a solution.

Diplomats have to work with people from many different countries and cultures so they have to be very tolerant. They have to be able to communicate with other people. They are trained to have good communication skills. They represent Ethiopia's interests where they are placed. So they have to know when to give information and when to say nothing. The ambassadors and diplomats in our foreign missions will meet ambassadors and government ministers from other countries, so they should be well informed and can advise the Ethiopian government.

Diplomats often have to negotiate when situations are difficult between countries. So they have to have excellent negotiation skills.

When Kenya had difficulties in the 2008 election, then United Nations Secretary General Kofi Annan convened a meeting at the AU, and representatives of the Ministry of Foreign Affairs and diplomats from many countries came to Addis Ababa to help negotiate a solution to the problem.



Kofi Annan negotiated the Kenyan political Crisis of 2008

Copy this table. Discuss the use of diplomacy, negotiation and tolerance in the foreign relations of countries. List on the copy what Ethiopia can achieve from its foreign relations.

	Foreign relations and their outcomes
1	Cooperation resulting in the development of the Ethiopia's infrastructure.
2	
3	
4	
5	

Ethiopia's Foreign Relations

REMEMBER

- Foreign relations are the external relations of a country.
- Foreign relations are conducted between independent countries, international and regional organizations by trained diplomats.
- Foreign policy regulates a country's relations with other states and peoples.
- Ethiopia's foreign policy advances a closer relationship with African countries for peaceful co-existence and mutual economic development.
- Diplomats have to work with people from many different countries and cultures.
- Diplomats often have to negotiate when situations are difficult between countries.
- Foreign relations are guided by foreign policy.
- Diplomacy refers to the practiced art of official representation abroad of sovereign states by persons and organizations specialized in such conduct.
- One of the functions of diplomacy is to conduct negotiations.
- Diplomats have to work with people from many different countries and cultures.



British Embassy entrance in Addis Ababa

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UNIT SUMMARY

In this unit, you have learnt about the basic concepts of democracy and the democratic system. You have come to understand that, as citizens, you have human and political rights to enjoy. You have also learnt that using your rights involves respecting the rights of others. You have seen that you have constitutional rights and obligations to your country and to the people.

When examining the forms of government in Ethiopia, you have seen that the autocracy of Haile Selassie and the military dictatorship of the Derg exercised unlimited power. During those governments, you learnt that people had no rights at all. Under the 1995 Constitution it is stated that the people are the source of power of the government.

You have learnt about foreign relations and how this benefits the country. You have seen that Ethiopia's foreign relations are guided by its foreign policy objectives as stated in the Constitution. One of the objectives of the foreign policy is to promote peaceful co-existence and mutual economic development among African countries and also to work closely with other countries of the world for the same purpose.

GLOSSARY

Ambassador:	Head of a country's diplomatic mission in a host country.
Autocracy:	A type of government led by a single ruler.
Citizen:	A person who is either born within the state or born of parents who are citizens or acquired the status through naturalization.
Constitution:	The fundamental law of a country defining its social and state organization. It includes the principles of the electoral system, the structure of government bodies and the basic rights and duties of citizens.
Democracy:	Rule by the people.
Democratic Government:	A government which derives its just power from the consent of the citizens.
Democratic System:	When democracy prevails in a country.
Dictatorship:	Is a form of government in which the government is carried out through arbitrary orders of the ruling Junta.
Diplomacy:	Refers to the practiced art of official representation abroad of sovereign states by persons and organizations specialized in such conduct.
Diplomat:	Is an official in the Ministry of Foreign Relations or missions abroad.
Diplomatic Relations:	Relations between independent states for the promotion of mutual benefits.

Direct Democracy:	A type of democracy where all the people in country have a say in day-to-day government.
Diversity:	The range of different groups that make up a wider population.
Election:	Selection of one or more people for an official position by voting.
Federation:	A union of state formed by regional governments that has permanently functioning central organs of power and administration and acts as a single subject of international law.
Foreign Policy:	A policy regulating a particular country's relations with other states and peoples.
Foreign Relations:	The external relations of a country.
Government:	Is a general term that describes both the body that holds power as well as the whole constitutional system.
Human Rights:	Rights that universally belong to people regardless of their sex, race, colour, language, national origin, age, religion, or political beliefs.
Indirect Democracy:	A form of democratic rule which is conducted through elected representatives of the people.
Majority Rule:	The fundamental principle of democratic government where the majority decision is respected.
Military Dictatorship:	A form of autocracy where the military holds power.
Negotiation:	Is to talk with diplomats and government officials in order to settle an issue or disagreement between countries and try to come up with a solution.
Obligation:	To have duties to fulfill.
Power:	To cause others to change their behaviour and do what the power holder wants.
Representative Democracy:	A type of democracy where citizens have the right to choose who should represent them in Parliament, Congress or Shengo. It is also called indirect democracy.
Right:	A just claim, either moral or legal.
Tolerance:	Acceptance of a person on his/her individual worth, merit, dignity, and honour.
Unitary:	A state in which there is only one layer of government, Great Britain is a unitary state.
Voting:	Choice by free citizens.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. What is democracy?
   (*a*) rule by the people
   (*b*) rule by military force
   (*c*) rule by minority
   (*d*) rule by a monarch
2. Democracy first originated in:
   (*a*) Italy
   (*b*) USA
   (*c*) Greece
   (*d*) England
3. Which of the following is not a feature of a democratic system?
   (*a*) free, fair and regular elections
   (*b*) majority rule
   (*c*) government as the source of power
   (*d*) respect for human rights
4. Representative democracy is:
   (*a*) dictatorship
   (*b*) indirect democracy
   (*c*) autocracy
   (*d*) an old form of government
5. Haile Selassie and Derg's rules were:
   (*a*) democratic
   (*b*) good for the people
   (*c*) good for neighbouring countries
   (*d*) repressive

Part II – Matching

Column A	Column B
1. Choice by free citizens	A. Cultural, religious, ethnic differences
2. Diversity	B. Relations between independent countries
3. African Union Head Quarter	C. Voting
4. Foreign Relations	D. Addis Ababa
	E. Multi-ethnic and cultural country

Part III – Short answers

1. What is the difference between the democracy of the ancient Greeks and the democracy of today?
2. List four rights which you have as a citizen.
3. What obligations do you have as citizens?
4. Why is Ethiopia a culturally diverse country?
5. Ethiopia's foreign relations help development. How?

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Unit 2
Rule of Law

Introduction

In the previous unit on democracy, you learnt about your rights and obligations, the role of the government and its limits in exercising its power. In this unit, you will have a discussion on basic principles of rule of law which helps you to equally implement your democratic rights and your obligations.

Lessons

1. Constitution
2. Rule of Law
3. Power of Government
4. Rule of Law and Corruption

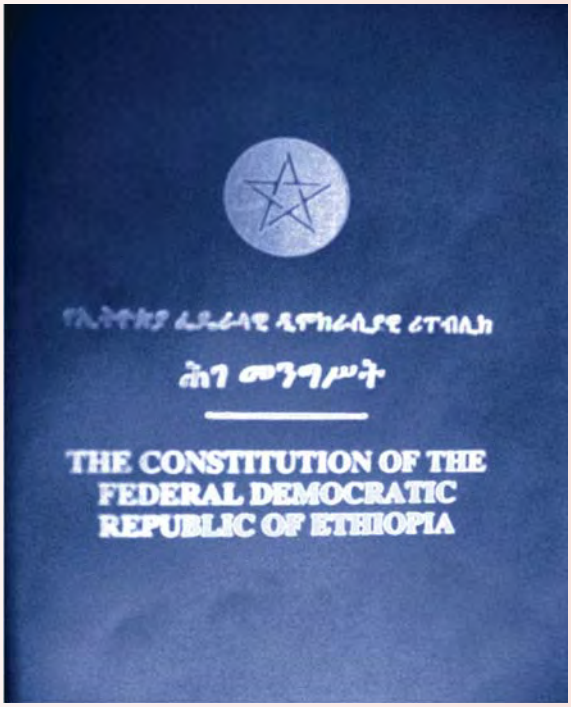
What you will learn

You will:

- recognize the essence of rule of law.
- realize the concept of rule of law.

Key words and concepts

- Abuse of power
- Accountability
- Constitution
- Corruption
- Domestic laws
- Embezzlement
- International convention
- Limited government
- Nepotism
- Rules
- Rule of law
- Rule of men
- Unlimited government
- Unwritten constitution
- Written constitution



LESSON 1

Constitution

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

- define what a constitution is.
- explain basic function of a constitution.
- describe the forms of a constitution.
- explain the history of a constitution in Ethiopia.

- What is a constitution?
- What is the importance of a constitution?

A constitution is a document that lists the basic principles by which a group of people or state is governed. The constitution explains the duties, responsibilities and rights of all people living in a country. Citizens, the government bodies and all other laws, rules and regulations are subordinate to the basic principles of the constitution.

You and your parents and people whose mother or father is Ethiopian, are citizens of Ethiopia. You, your parents, government officials like police, judges, teachers, directors and all other people living in the country have rights, duties and responsibilities which are clearly written in the constitution. Therefore, everyone living in the country must respect and act according to the country's constitution.

In democratic countries, the constitution is the embodiment of the will of the people. That means, it guarantees the basic rights, duties and responsibilities of citizens and governs the relationship between the government and the people.

For example, a constitution states the duties and responsibilities of government officials, such as the president and the prime minister, or government bodies such as the executive, the legislature and the judiciary. It also defines the election system of the government bodies. The constitution also sets the basic principles of the structure of the government and the distribution of state power.

Generally the basic functions of the constitution include:

- Protecting the rights of citizens;
- Limiting the power of officials/elected individuals;
- Stating the obligations of citizens;
- Maintaining peace and security in the country.

In Ethiopia, the constitution is the law of the land which contains basic principles and values that direct the internal and external affairs of the country.

There are two forms of modern constitution. Though Ethiopia has a written constitution, some countries like England do not have their constitution in a written and documented form. A **written constitution** is a compiled document

Constitution

that is handy and easy to read. Whereas, an **unwritten constitution** refers to a set of rules, regulations, declarations and laws passed by either a parliament or another competent government body at a different time. They are not compiled in a single document but all the citizens abide by the basic rules adopted as constitutional laws.

The 1995 Ethiopian Constitution

Article 9

Supremacy of the Constitution

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.*
3. *It is prohibited to assume state power in any manner other than that provided under the Constitution.*
4. *All international agreements ratified by Ethiopia are an integral part of the law of the land.*

? Study the above article of the Ethiopian Constitution in different groups. Present a summary of your interpretation of one of these sub-articles to the class.

The need for a constitution came into effect with the conviction that there should be a governing code by which governments could rule.

Constitutional practices have passed through centuries in various countries. In the following section, we will try to see the emergence, nature and development of constitutions in Ethiopia under different regimes.

In Ethiopian history, monarchs claimed to be elected by God since election was considered as a divine process. This helped the monarchs to establish absolute power over their subjects by monopolizing legislative, executive and judiciary powers.

Monarchs also used religious institutions, like churches, as instruments for legitimizing and maintaining their power. Documents such as Kebre Negest (Glory of Kings) and Fetha Negest (Law of Kings) that state the divine power of Ethiopian monarchs are used as evidence. This idea continued even after the introduction of the first written constitution in 1931.

With the introduction of a modern political system, the first constitution was written in 1931. This constitution kept the unquestioned and unlimited power of the king, but it brought about the parliamentary system and freedom of movement and security.

The monarch had absolute power to appoint members of the legislative body (the Chamber of Senate or Ye-Hig Mewesegna Mekir Bet); appoint or dismiss high–ranking civil and military officials including ministers; declare and end wars.

The first constitution was revised in 1955, partly to include the administration of the newly acquired territory of Eritrea. It also made some other small adjustments including the introduction of freedom of speech and freedom of the press and the people's right to elect or be elected as members of the Chamber Senate. Though a few ideas of liberty, freedom of expression and assembly were included in the revised constitution, it was an open secret that they were not supposed to be implemented in practice. In both constitutions of 1931 and 1955, the different nations, nationalities

Constitution

and peoples of Ethiopia were considered mere subjects of the Emperor.

The suppression of the people's economic, social and political rights, however, provoked nationwide opposition against the monarchy. Students, soldiers, peasants and workers, teachers and other members of society, joined together to fight for their rights. This led to the downfall of the imperial system and its replacement by a military council called 'Derg'. The constitution of the Derg, in 1987, gave the military unquestioned and unlimited power. In this constitution, the major shift is in the fact that state was clearly separated from the church and ended the myth of transfer of power through bloodline. However, this constitution allowed only one party rule and, quite naturally, did not lead to a political transformation towards a truly democratic system. Fundamental questions of the different nations, nationalities and peoples of Ethiopia were left unresolved.

Again, the absence of democracy and denial of basic human rights led to an armed struggle, the downfall of the military Derg and the emergence of the 1995 Constitution. The 1995 Constitution differs from the previous ones. It established a federal structure of the state and included civil, social and political rights of groups and individual rights — the rights of nations, nationalities and peoples.

The Constitution of the Federal Democratic Republic of Ethiopia:

- serves as the supreme law of the nation;
- establishes the Federal and Democratic state structure;
- states the powers and functions of the federal and regional states;
- outlines the economic, social, political and cultural rights of citizens;
- outlines the principles of external relations;
- states the sovereign authority of the state and its peoples;
- limits the power of government.

? Identify as many differences as possible among these constitutions. You can add information from your previous studies and readings.

REMEMBER

- The Constitution is a document of fundamental law of an entity, containing the basic principles on the structure and distribution of power.
- The Constitution provides a framework for a government of a country. It also provides rules and regulations on relationships between a government and its citizens. Generally speaking, it protects citizens from abuse by limiting the government's power and setting out citizens' rights and obligations to maintain peace and stability.
- The Constitution of a country can be in written or unwritten forms. However, citizens of a country that has a written constitution have better access to information about their rights and duties.

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LESSON 2

Rule of Law

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

- define the rule of law.
- explain sources of rule of law.
- respect the rule of law.

- What do you know about rule of law?
- What do think the relationship is between rule of law and constitution?

Rules are prescribed standards, or a guide, for our conduct in a society or in an organization, like school. Rules are principles and they help us to follow basic values.

We come across rules all the time. As you walk to school there are several rules that you need to consider. For example, you have to wear your uniform properly, and you must not push people around, however much you are in a hurry. These rules guide society. We are all supposed to respect the well-being of citizens in our society.

Laws and regulations, on the other hand, are written standards of action endorsed by authority. They are binding and you will be punished if you break them. In our example above, the school rules are the law of the school because they have been endorsed. Every member of the school has to respect the school rules and act in accordance with the standards set by them.

In a country the same principle works. Every citizen of Ethiopia should obey the laws and, if he/she fails to do so, be punished equally, as prescribed by the law. The government body which sets the laws is parliament and members of the parliament are also expected to follow the law just as you or your teacher and family do. Therefore, the main feature of the basic principles of the rule of law is that society is governed according to widely known and accepted rules, followed by both the citizens and authorities.

The sources of rule of law include constitution, domestic laws and international laws. Constitution, as stated earlier, is a supreme law of a nation. In democratic countries constitutions are the basic sources of rule of the law.

Collections of specific laws that are used to regulate social and economic interaction of a given people are referred to as Domestic Laws. They are very important for the maintenance of rule of law. Domestic laws include civil codes (laws that govern the relationships between people), criminal laws (laws that deal with crime), family law (laws that are concerned with family issues), commercial (relating to business) and administrative laws (dealing with employment issues).

Equality before the courts is one of the manifestations of the rule of law.

Rule of Law

Article 25

Right to Equality

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall guarantee to all persons equal and effective protection without discrimination on grounds of race, nation, nationality, or other social origin, color, sex, language, religion, political or other opinion, property, birth or other status.

? Study this article of the Ethiopian Constitution in different groups and provide a simple interpretation. Each group will present their opinions to the class.

International laws are products of the consents of different nations that govern the relationship between countries. International conventions (laws or treaties) play a significant role in the maintenance of global peace and order.

The Ethiopian Constitution adopted many articles that conform with these international laws for the protection of human rights, civil and political rights, prevention and punishment of the criminals of genocide and other matters related to foreign policy. Moreover, international conventions endorsed by Ethiopia are made part of the Federal Constitution.

As you have seen, Article 9 clearly states that the Constitution is the source of the rule of law. The FDRE Constitution clearly endorses the principle of the rule of law.

REMEMBER

- Society is governed according to a set of well known rules, the law, which ordinary citizens as well as the authorities have to obey. We call this the rule of law and everyone is subject to the country's laws. Everyone is equal in the eyes of the law.
- The basic principle of the rule of law is that society is governed according to widely known and accepted rules followed by both the citizens and authorities.
- The major source of rule of law in a country is the constitution of the country. Other domestic laws also reflect this principle as they derive their principles from the constitution and therefore serve as a source of rule of law.
- Collections of specific laws that are used to regulate the social and economic interaction of a given people are referred to as domestic laws.
- International laws are products of the consents of different nations that govern the relationship of countries. International laws play a significant role in the maintenance of global peace and order.

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LESSON 3

Power of Government

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

- distinguish between the power of limited and unlimited government.

➢ What characteristics does a good class monitor need?

CASE STUDY

The Experienced monitor versus the Accountable monitor

The monitor elected for Grade 9 Section A is Tikikil Zewedu - for Section B it is Kedir Dendro.

Section A

Tikikil is an outstanding student who is always neat and tidy and who does her work well. She usually has the right solution for most of the students' problems. Not only students but also teachers sometimes ask for her opinion before making a decision. She served the junior high school board as a student representative and was a success.

The students of Grade 9 Section A were happy to find such a monitor and agreed that they didn't need standard rules for the conduct of a monitor since their monitor had good experience of how the school functioned. They agreed that being a class monitor was a very simple task for her as she has high level management skills and is familiar with the operations of the school. This is much more complicated than being a class monitor.

Section B

On the other hand, Section B monitor, Kedir, is also well known in his school for his active involvement in



extra-curricular activities and his friendly attitude. He treats everybody well and is a good communicator. Unlike Section A students, Section B students decided to write down the rules for the standards of conduct for the monitor. They set detailed procedures of how he should carry out his duties and ways of reporting to the students and the teachers. They also set a maximum period to serve as a monitor. They have also agreed on, and made a list of, reasons which might lead to the monitor's removal.

? If you were to assign a monitor for your class, do you think there should be standards of conduct. Why?

Discuss this in the class.

Power of Government

In the previous case study, Section B monitor is accountable to the students, while Section A monitor's power is unlimited and she does not have to listen to what they think.

If we apply this to a country, Section A is called **unlimited government** with no rules of accountability to the people. These governments do not want to know what the people want — they simply do what they want. Ethiopia's monarchs and the military regime were examples of governments with unlimited power.

The opposite is **limited government.** Section B is an example of those whose powers, duties and responsibilities are established by the people before they over take power. The law is respected and the government is accountable to the citizens.

- Why do the two pictures below symbolise limited and unlimited governments?
- List some of the characteristics of unlimited and limited governments, with reference to the Ethiopian constitutions included in Lesson 2.
- Why do you think having a limited government is good for the citizens?

REMEMBER

- Almost all governments these days get their power from their people.
- Even in countries which get their power from the people, elected government can end up behaving like an unlimited government if the rules, regulations and laws are not well designed to promote accountability.



Unlimited Government
Mengistu Haile Mariam
representation by an individual figure



Limited Government
Members of Parliament — HF
— the true representatives of the nations, nationalities and peoples of Ethiopia

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LESSON 4

Rule of Law and Corruption

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

- explain the nature of corruption.
- describe the effects of corruption on development.

➢ Think of some real examples of corruption which you have heard about and tell the rest of the class about them.

➢ Discuss what you think the effect of corruption can be on your school, kebele and the country at large.

Corruption is a wrong doing by government officials and other people engaged in different roles to get unjust benefits. Corruption means acting **dishonestly** in return for money or personal gain at the expense of others.

Corruption can exist in different ways.

CASE STUDY

The Corrupt Factory Manager

Ato Abebe is a manager of a government owned factory. The factory is bankrupt and it is going to be sold. However, Abebe is becoming very rich. After the inspection by Anti Corruption Commission it was known that he and his department heads took some of the property from the factory.

What do you call this kind of corruption? It is called **abuse of power**. Abuse of power is one of the major manifestations of corruption. It is a wrong and excessive use of one's power to benefit oneself.

? Discuss in a group some abuses of power that you heard or read about in the media. Present a summary of your discussion to the class.

The other form of corruption is **embezzlement**. This is an act of using money placed in one's care wrongly, especially in order to benefit oneself. Some people commit this crime in their capacity as cashiers, auditors and supervisors. Embezzlement is committed individually or collectively. Embezzlement may be committed by producing false receipts or approvals.

Nepotism is another manifestation of corruption. Nepotism is the action taken by government officials who favour their own relatives, often at the expense of others. For example, when the manager appoints his/her own family members to work in the office rather than advertising and selecting fairly from other candidates.

Bribery is to give or receive money or something of value in return for a favour. For instance, paying someone in authority to give you priority on a hospital waiting list or to be selected as a candidate for employment are forms of bribery. The giver and the person receiving

Rule of Law and Corruption

the bribe are both guilty. Bribery is a criminal offence and morally wrong and, as such, retards the development of the country.

Corruption is one of the factors that affect the prevalence of rule of law. Corruption causes many social and economic problems. Among other things:

- It creates inequality among citizens;
- It causes lack of faith and disregard for the law;
- It allows government officials to extract public money for themselves and their families;
- It affects economic growth and reduces the social services that citizens receive from government.

? In groups list more problems that corruption will create in your community. What is your role in fighting corruption? Present the summary of your discussion to the class.





REMEMBER

- Corruption means acting dishonestly in return for money or personal gain at the expense of others.
- Embezzlement is an act of using money placed in one's care wrongly, especially in order to benefit oneself.
- Nepotism is the actions of government officials who favour their own relatives, often at the expense of others.
- Bribery is to give or receive money or something of value in return for a favour.
- Abuse of power is a wrong and excessive use of one's power to benefit oneself.

UNIT SUMMARY

In democratic countries, the constitution is the embodiment of the will of the people. That means it guarantees the basic rights, duties and responsibilities of the whole population equally. Therefore, the concept of the rule of law is based on the principles of constitutionalism.

In democratic states the power of the government is limited as per the constitution. Society is governed according to a set of well known rules, the law, which ordinary citizens as well as the authorities have to obey. It is this fact that we call rule of law. Everyone is subject to the country's laws. Everyone is equal in the eyes of the law.

The principle of the rule of law is very important for the prevalence of democracy. In most cases rule of law and democracy are interrelated concepts. In many countries of the world rule of law and democracy are affected by corruption. Since corruption is a very dangerous act against the well-being of the society, we all have to combat against corruption and its manifestations like abuse of power, embezzlement, nepotism, and other wrong doings on the property of the public.

GLOSSARY

Accountability:	Is answerability of an elected government for its wrongdoing.
Constitution:	A document containing fundamental laws: a document or statute outlining the basic laws or principles by which a country or organization is governed (ruled).
Corruption:	Wrong-doing of government officials, political officials or employees who seek unjust personal gain through actions such as bribery, nepotism, patronage and embezzlement.
Dishonesty:	Is acting without honesty, cheating, lying or being deliberately deceptive.
Domestic laws:	Law at the national, state, provincial, territorial, regional or local levels.
Embezzlement:	Dishonestly appropriating goods, usually money, by one to whom they have been entrusted.
International convention:	International laws, treaties, agreements or consents of different nations that govern the relationship of countries.
Limited government:	A government that functions according to the law and is accountable to the people.
Nepotism:	Showing of favouritism towards relatives and friends, based upon that relationship, rather than on an objective evaluation of ability or suitability.
Rules:	Principles governing conduct to guide behaviour or action.
***Rule of law*:**	The principle that no one is above the law.

Unlimited government:	A government that has one dictator that makes up all the laws and the citizens have no power over him/her.
Unwritten constitution:	A fundamental set of rules, regulations, declarations and laws passed by either a parliament or other competent government body at different time which are not compiled in a single document.
Written constitution:	A statement of written fundamental laws outlining the basic laws or principles by which a country or organization is governed.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – True or false

1. Rule of law can be respected under authoritarian governments.
2. Citizens of a country that has a written constitution have better access to know about their rights and duties.
3. Corruption is one of the factors that affect the prevalence of rule of law.
4. Unlimited governments with no rules of law are accountable to the people.

Part II – Multiple choice

1. The Constitution of FDRE gives a law making power to the:
   (*a*) judiciary
   (*b*) legislature
   (*c*) Supreme Court
   (*d*) executive
2. The major source of law in a democratic country is based on the:
   (*a*) will of the government
   (*b*) will of the elders and religious leaders
   (*c*) will of the people
   (*d*) will of the politicians

Part III – Short answers and missing words

1. Corruption causes many social and economic problems. List three of them.
2. Governments whose powers, duties and responsibilities are established by the people before they take power are called ..... governments.
3. A constitution which is not compiled in a single document is called ..... .

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Unit 3
Equality

Introduction

You learnt the importance of the rule of law in Unit Two. The rule of law means the law should treat all citizens fairly and equally. In this unit, you will learn about equality. The unit deals with equality of nations, nationalities and peoples. It also discusses equality of citizens, gender equality and equality within diversity of cultures. Your understanding on equality will help you to grasp the main points related to justice which is the focus of the next unit.

Lessons

1. Equality of Nations, Nationalities and Peoples of Ethiopia
2. Equality of Citizens in the Ethiopian Constitution
3. Gender Equality
4. Equality within Diversity

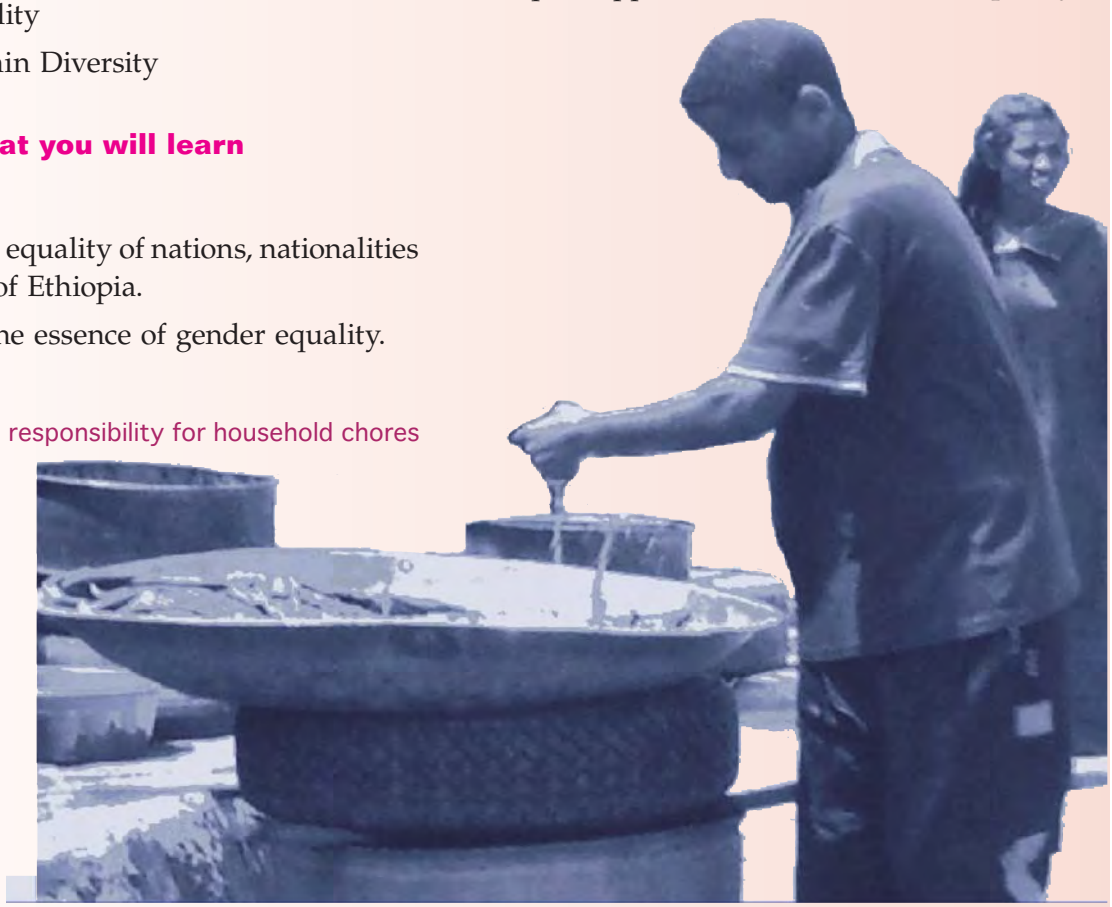
What you will learn

You will:

- recognize the equality of nations, nationalities and peoples of Ethiopia.
- understand the essence of gender equality.

Key words and concepts

- Cultural Equality
- Diversity
- Economic Equality
- Equal Opportunities
- Equality
- Gender
- Gender Equality
- Political Equality



Taking equal responsibility for household chores

LESSON 1

Equality of Nations, Nationalities and Peoples of Ethiopia

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

- define what equality means.
- explain the history of equality in Ethiopia.

What is equality of Nations, Nationalities and Peoples?

Equality indicates some similarity between individuals and groups of people. It is a state of being equal in having similar rights, benefits, opportunities and burdens. Equality does not show complete similarity. You and your classmates cannot be absolutely similar. You may differ in the language you speak, in your religious and other cultural backgrounds. You may also have different skills, opinions, interests or political views. This shows the prevalence of diversity in different ways.

Ethiopia is a good example of diversity of peoples and cultures. You know that about eighty nations, nationalities and peoples live in our country. These peoples speak different languages and have other various cultural traits. They live in different parts of the country. They are engaged in different economic activities such as farming and livestock herding. Most of the people live in rural areas while many people live in towns and cities.

Equality prevails when all nations, nationalities and peoples enjoy equal rights and opportunities. The history of Ethiopia is marked by the prevalence of inequality of nations, nationalities and peoples. In the past, people living in different parts of the country did not have equal access to education.

There were many schools in few areas while there were few in some regions. There were very few schools in regions such as Afar where livestock herding people live. Access to education was also very low in regions such as Benishangul Gumuz which are located far from Addis Ababa. This means there were many educated people in some parts of the country while in others there were few.

The people of Ethiopia did not enjoy equal rights to use their languages in schools and courts of law. But now children have the right to use their first language, at least in primary schools.

You are a Grade 9 student. Let us assume that your first language is Gamo and you have sisters at primary school age. Your sisters have the right to learn in Gamo language. This is the right of all children with different ethnic backgrounds. But in the past most children in Ethiopia did not enjoy this right because Amharic was the school language throughout the country.

Most of the people did not have equal opportunities to promote social and cultural development. They were not encouraged to be proud of their languages and religions. For

Equality of Nations, Nationalities and Peoples of Ethiopia

example, most people had no right to use their language in the court of law. People who had court cases did not have the right to use their languages in the court of law because Amharic was a court language in all regions.

There was also inequality in political participation. Nations, nationalities and peoples did not have the right to self-government. They did not have the right to govern their woredas and regions. The people who governed different regions were appointed by the central government. People from very few cultural groups controlled political power be it at the woreda or national level of government. People from other nations and nationalities did not have an equal share of political power.

Make groups and discuss the different forms of inequality that existed in Ethiopia in the past and discuss what rights nations, nationalities and peoples are enjoying now. Group leaders can give a summary of the main points to the class.

CASE STUDY

The Sari and Darab are two peoples who live in one of the African countries. The two peoples have their own cultural traits like language. The Sari people live near a big city and along a main highway. Seventy five percent of the Sari children have access to primary education because the government of that country opened many schools in their area. However, only twenty percent of the Darab children go to school because the number of schools in their area is very small.

Make groups and discuss these questions. Let your group leader summarize your points to the class for further discussion.

- Do you think that it is fair to open many schools in one area while opening few in another area?
- What is the effect of this kind of difference? Does it affect the political participation of the people?

REMEMBER

- Equality does not mean absolute similarity.
- Equality means being equal in having similar rights, benefits, opportunities and burdens.
- People enjoy equality where there is no discrimination based on their cultural backgrounds.
- The peoples of Ethiopia did not enjoy equal rights to use their languages in schools and to develop their other cultural traits in the past.

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LESSON 2

Equality of Citizens in the Ethiopian Constitution

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

- explain the different dimensions of equality as stated in the Federal Constitution.

State a few points about equality of citizens? What does the Ethiopian Constitution say about this?

You have learned what equality means in the previous lesson. Equality means that citizens have equal access to resources and opportunities such as education and also share similar burdens. You and other students in your school have equal rights to use the school library and to play on the football field. When you elect a class representative, every student in your class has the right to vote and be elected. Citizens of Ethiopia have equal political and economic opportunities. The Constitution of Ethiopia guarantees equality of citizens in political and economic opportunities without discrimination based on differences in religion, language and other cultural traits and sex.

Political Equality

Article 38, sub-article 1b of the FDRE Constitution states:

Every Ethiopian national ... has the following rights: on the attainment of 18 years of age, to vote in accordance with law; ...

The Constitution states that all citizens have equal rights and opportunities to political participation. This is what we call political equality. All adult citizens have equal right to elect their representatives. They have equal rights to be elected and work as administrators at the kebele, woreda, regional or federal levels of government.

You have the right to elect your representatives from the age of 18 and the right to be elected when you attain the age of 21. Citizens also have equal rights to make a political speech and reflect their opinion. They have also the right to form or be members of political parties and other associations.

Economic Equality

Every Ethiopian has the right to choose his or her means of livelihood, occupation and profession.

(Article 41, sub-article 2 of the FDRE Constitution)

Economic equality does not refer to absolute equality in wealth and property. It means equality of opportunities such as job opportunities. The FDRE Constitution guarantees equality of economic opportunities to all citizens. Citizens have equal opportunities to take part in different economic activities. They have equal rights to

Equality of Citizens in the Ethiopian Constitution

choose their job and profession. As a citizen you have the right to choose your job. You have the right to decide to be a teacher, a driver, a farmer or a pilot.

Of course your choice should depend upon your ability and education. For example, if you choose to be a teacher you have to be trained in teachers' colleges or institutions. If you want to be a driver you have to get the necessary training.

When you get a job you have the right to get equal pay with other citizens with similar ability, education and work. You, and all other citizens have also the right to own property through legal means.

Make small groups and discuss the following questions:

Read the following articles of the FDRE Constitution. Discuss their meanings and identify whether each article deals with a political or economic right.

Every Ethiopian national has the right: To vote and to be elected at periodic elections to any office at any level of government (Article 38, sub-article 1c)

Women workers have the right to equal pay for equal work (Article 42, sub-article d)

Copy the table below. List on the copy the articles of the FDRE's Constitution that deal with political equality and economic equality. Examples are provided.

Articles related to economic rights	Articles related to political rights
Article 41 sub-article 2: Every Ethiopian has the right to choose his or her means of livelihood, occupation or profession.	Article 31: Every person has the right to freedom of association for any cause or purpose....

CASE STUDY

The caste system: restriction on the right to choose an occupation

In India people are divided into social groups called castes. The members of each caste have certain occupations. The four main castes are Brahmans, Kshatriyas, Viyashvas, and Shudras. Brahmans is the highest caste. It includes scholars and religious leaders. Kshatriyas is the second caste. It consists of soldiers and rulers. Viyashvas is the third caste that includes merchants and farmers. Shudras, the fourth caste, includes labourers and craftsmen. Kshatriyas are not allowed to be religious leaders or priests. Viyashvas are not allowed to be soldiers. Shudras are not allowed to be merchants and farmers. In addition to this, the members of each caste group are not allowed to marry a member of another caste.

Equality of Citizens in the Ethiopian Constitution

Discuss these questions as a class.

- Is it fair to restrict the right of people to a certain occupation?
- What is the effect of these kinds of inequalities among citizens?
- Does it go against the principle of equality?

CASE STUDY

Craft workers undermined

Dartse is a potter. Chuba, her husband, is a tanner. Both Dartse and Chuba are Gamo. They live near Chencha town in the Gamo highlands. Previously, in the Gamo culture, crafts, such as pottery or tannery, were considered inferior to farming. Tanners were not allowed to have farmland or to farm. They were considered inferior to farmers and other people who would not use the same coffee cup as a potter like Dartse because they believed that it would bring them harm. Farmers and weavers did not marry potters or the children of potters or tanners. People like Dartse and Chuba make pots and other things important to the community but, until recently, they were not encouraged in their work. They could not build their house in the village. They lived in isolated areas and kept their distance from the villages inhabited by other people.

Discuss the following questions in groups and present the summaries to the class.

- What is your opinion regarding this case?
- What is the difference between the Indian caste system and the situation mentioned in this case?
- Do you think that undermining craftsmen and craftswomen retards the development of craftworks?



A female potter

Equality of Citizens in the Ethiopian Constitution

REMEMBER

- Equality of citizens means citizens have equal access to resources and opportunities such as education.
- Citizens of Ethiopia have equal political and economic opportunities.
- Economic equality means equality of opportunities such as job opportunities.
- Political equality means all citizens have equal rights and opportunities to political participation.
- The Constitution states that all citizens have equal rights and opportunities to political participation.
- The FDRE Constitution also guarantees equality of economic opportunities to all citizens.

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LESSON 3

Gender Equality

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

- explain the concept of gender equality and its place in contemporary Ethiopia.

- What is gender?
- What is gender equality?

Sex and Gender

You have to identify the meanings of sex and gender to understand what gender equality means. Sex and gender have different meanings. Sex refers to differences in physical or biological features, such as body, hair and breast development. Differences in reproductive functions of men and women are a good example. For example, it is women who give birth to babies and breastfeed them. Men cannot do this because of biological differences. These kinds of differences are natural. They do not show inequality of men and women.

Gender does not refer to biological differences. It is a social concept. It is closely related to our culture. In some societies only men weave. Women can help men but they do not weave. This does not mean that women have no ability to weave. They do not weave because the culture does not allow them to be weavers. In many areas of Ethiopia men plough the farm using oxen while women perform other farm activities. It does not mean that women are too weak to do this; it is because of cultural beliefs.



Gender equality in education

Gender deals with differences between men and women in social, economic and political participation. Previously men and women did not have equal rights to control resources. They did not have equal rights to political participation. They did not have equal access to education. For example, there are very few female Prime Ministers or Presidents in the world. There are very few female university teachers in Ethiopia. The number of educated women is much lower than that of men in many countries. Gender deals with these kinds of differences between men and women, girls and boys.

Gender Equality

Copy the tables. Fill out the copies based on the examples given:

Sexual differences

Male/men	Female/women
Have strong muscles	Give birth to babies

Gender biases

Male/men	Female/women
Control more political power	Have less access to education

Gender Equality

Gender equality refers to equality of men and women, girls and boys, regarding their rights to enjoy equal opportunities. This means men and women should enjoy equal basic rights such as the right to vote, to be elected and hold public offices. Men and women should have equal access to education and job opportunities. The idea of gender equality is a recent development. Women and men did not have equal rights in the recent past. For example, women did not have the right to vote in the United States until the last century. When we talk about gender equality, we are talking about:

- Reducing the gap between boys' and girls' access to education;
- Reducing the gap between men and women in political participation and job opportunities;
- Supporting women and girls to exercise their rights.

Gender Inequality in Ethiopia

Girls and women in Ethiopia were not treated equally with boys and men in the past. The origins of gender inequality are cultural backgrounds and unequal distribution of opportunities such as access to education and job opportunities. In many cultures in Ethiopia the women's role has been limited to activities such as childcare, cooking and home management. Women had little access to education. They were not encouraged to take part in political activities and decision-making. Their political participation at the local and national level was very weak. They had less income and access to resources such as land. Women and girls also suffer from harmful cultural practices such as female circumcision and early marriage. Although there are changes, these inequalities still exist in our country.

Gender Equality

Copy this table. Discuss the following questions in small groups and present your answers to the class

- Collect data from your teacher on the number of male and female students of Grade 9 over the last two years and complete the table below.
- On the basis of this data how far has gender equality been achieved?

Students in Grade 9	Year 1	Year 2
Females		
Males		

The Importance of Gender Equality

Gender inequality prevailed in Ethiopia. Men and women did not have equal access to land and other resources. They did not have equal opportunities related to education, jobs and political participation. Gender inequalities weaken women's participation in many ways. It limits girls' access to education. It weakens the political participation of women. It also decreases women's contribution in productive activities. The active participation of women is very important to promote the development of the country. It is difficult to reduce poverty without their active participation because women comprise half of the country's population.

REMEMBER

- Sex and gender have different meanings.
- Sex refers to differences in physical or biological features.
- Gender deals with differences between men and women in social, economic and political participation.
- Gender equality refers to equality of men and women, girls and boys, regarding their rights to enjoy equal opportunities.
- Gender inequality prevailed in Ethiopia in the past.
- Gender inequality limited the participation of girls and women in development activities and in poverty reduction.
- We have to fight gender inequality to increase women's contribution in development activities and poverty reduction.

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LESSON 4

Equality within Diversity

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

- explain the respect that should be accorded to different cultures in order for equality to prevail.
- respect the culture of your citizens.

What are the benefits of respecting the cultures of others?

You learnt about diversity and tolerance in Unit 1. Ethiopia is a country of different peoples and cultures. Tolerating these and other differences is important to live in peace and cooperation.

Cultures, each having a unique character, contribute something to a diverse society. For example, the Gamo or Dorze weavers produce very beautiful cultural clothes called *tebeb.* People in different parts of Ethiopia use these traditional clothes when they go to church and at times of weddings and holidays. Many merchants make a profit buying and selling tebeb and other traditional clothes. Some also export high quality tebeb to Europe and America.

Similarly, other peoples contribute to the cultural development of Ethiopia. Having cultural diversity means having different dress styles, traditional foods and cultural dances, all of which makes Ethiopia beautiful and interesting. This attracts many tourists and increases our country's income.

Equality within diversity

We have said that diversity of cultures has benefits. We can benefit from our cultures when we see them equally. You have to respect differences in dress styles, dances, traditional foods etc. You respect these and other cultural differences when you believe in equality of cultures. You have to realize that there is no culture which is superior to other cultures. Similarly, no culture is inferior to any other culture. All cultures should be seen equally.

Some people may consider that their culture is superior to other cultures. They may consider that their cultural foods and dances are better than those of others. They may also think that their dress styles are more beautiful than those of other peoples. Some people may try to undermine the foods, dances or dress styles of others. When you do this you are undermining the cultural identity of others. This means you harm the feelings of other people. This may lead you into conflict with those people. These kinds of conflicts may expand and create serious problem. Conflicts of this type weaken the possibility of living and working together peacefully.

We need to work together to fight poverty which is our common enemy. We have no time to waste. We have to join hands and work hard to fight against poverty. We can do this successfully when we respect our cultural differences and

Equality within Diversity

treat all cultures equally. Mutual respect helps us to fight our common enemies and promote the development of our country.

When we talk of equality as an instrument of development, we also have to take account of people with disabilities. Their contribution to society can be valuable if they are treated equally and given appropriate support in terms of health and education.

Equality of Religion: Religion is a cultural manifestation which we have to respect. In Ethiopia there are different religions like Islam, Christianity, Judaism and indigenous beliefs. The Ethiopian people are followers of these different religions. When we respect the religion of others it means that we respect their culture. This enables us to live in harmony as citizens of one country.

Discuss the following questions as a class. Ethiopia is a country of diversity. It is the home of many cultures and peoples.

- What are the advantages of respecting the equality of peoples from different backgrounds?
- Can we promote the development of our country if we do not maintain equality among the peoples of Ethiopia who have different cultures?



New mosque in Addis Ababa



Christian Orthodox Church

REMEMBER

- Diversity of cultures has many benefits because each culture contributes something to the development of our country.
- We can benefit from our cultures when we respect cultural differences and see our cultures equally.
- Undermining cultures of others could lead to conflicts between different cultural groups.
- You need to respect diversity and see cultures equally; this will help us to work together and fight poverty which is our common enemy.

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UNIT SUMMARY

You have learnt the meaning and types of equality. Equality does not show complete similarity. Equality means being equal in having similar rights, benefits, and opportunities. Equality of citizens means citizens have equal access to resources and opportunities such as education. You can enjoy equality where there is no discrimination.

Citizens of Ethiopia have equal political and economic opportunities. Economic equality means equality of opportunities such as job opportunities. Political equality means all citizens have equal rights and opportunities to political participation. The FDRE Constitution states that all citizens have equal rights and opportunities to political participation. It also guarantees equality of economic opportunities to all citizens.

Gender inequality is one type of inequality. Sex and gender have different meanings. Sex refers to differences in physical or biological features. Gender is related to differences between men and women in social, economic and political participation. Gender equality refers to equality of men and women, girls and boys regarding their rights to enjoy equal opportunities. Gender inequality weakens the participation of women in development activities and poverty reduction. We have to fight gender inequality to increase women's contribution in development activities.

Diversity of cultures has many good points because each culture contributes something to the development of our country. We can benefit from our cultures when we respect cultural differences. Undermining the cultures of others could lead to conflicts. You need to respect diversity and see cultures equally because that will help us to work together and fight poverty, our common enemy.

GLOSSARY

Culture:	The way of life including all customs, beliefs and social organization of a community.
Cultural equality:	The idea that there is no culture which is inferior or superior to other cultures.
Caste:	A division of society based on differences in wealth, social rank or occupation.
Diversity:	Differences among peoples in terms of culture, religion, languages, etc.
Economic equality:	Equality of opportunities such as job opportunities.
Equal opportunities:	Having equal access to education, employment, health, etc.
Equality:	Being equal in having similar rights, benefits, and opportunities.
Gender:	Differences between men and women in social, economic and political participation.

Gender equality:	The equality of men and women, girls and boys regarding their rights to enjoy equal opportunities.
Political equality:	Having equal rights to political participation such as the right to vote or be elected.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – True or false

1. Economic equality means citizens should have equal amounts of wealth and property.
2. At present all children in Ethiopia have equal rights to learn in their own language.

Part II – Multiple choice

1. Which of the following is False in relation to economic equality?
   (*a*) equal access to job opportunities
   (*b*) the right to choose job and profession
   (*c*) having equal amount of wealth
   (*d*) equal pay for a similar work
2. "Every Ethiopian national on the attainment of 18 years of age has the right to vote in accordance with law." This sub-article of the 1995 Ethiopian Constitution deals with:
   (*a*) economic equality
   (*b*) cultural equality
   (*c*) political equality
   (*d*) gender equality
3. Which of the following statements is true?
   (*a*) gender and sex have similar meanings
   (*b*) gender is about physical features while sex is about cultural features
   (*c*) gender inequality has no effect on development activities
   (*d*) gender equality means men and women enjoy equal opportunities
4. Which of the following is not an advantage of cultural diversity?
   (*a*) each culture contributes some values to society
   (*b*) differences lead to conflict and war
   (*c*) it is beautiful to have various kinds of dress styles and dances
   (*d*) the existence of various cultures attracts the attention of tourists

Part III – Short answers

1. List two points about the benefits of gender equality.
2. What is the major source of gender inequality?
3. "Women workers have the right to equal pay for equal work" (Art. 42/d).This sub-article of the FDRE's Constitution indicates gender equality as well as economic equality. Is it right? Why?
4. Crafts workers, such as potters and tanners, are considered inferior to other people in many parts of Ethiopia. List two negative effects of these kinds of opinion?

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Unit 4
Justice

Introduction

This unit introduces the basic concepts of justice. It deals with the definitions of justice and equity. It looks at justice in social services and the justice system and also introduces the idea of justice in social services.

Lessons

1. Justice and Equity
2. Justice in Social Services
3. Struggling Against Injustice
4. The Justice System
5. Justice in Taxation

What you will learn

You will:

- recognize the essence of justice for democracy to prevail.
- know the foundation of the justice system.

Key words and concepts

- Constitution
- Court
- Education
- Equity
- Fairness
- Health care
- Human Rights Commission
- Judges
- Justice
- Social Services
- International Convention
- Legal Instruments
- Ombudsman
- Traditional Instruments



LESSON 1

Justice and Equity

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

- define justice and equity.

- What do you think justice is?
- What do you think equity is?

Discuss these issues in the class.

You have heard people say, "This is not right." You may also have heard other people say, "This is not fair." **Justice** is related to the idea of fairness. Sometimes you see unfair things being done to someone you know. In order to understand justice you need to have some way of differentiating what is right or wrong. When you differentiate between right and wrong you will be able to tell what is fair or what is unfair. You may see your teacher making a decision about the class. You may say that the teacher is right or wrong based on what you believe is right or wrong. So justice is concerned with fairness that governs the relationship between people.

At a higher level, justice involves the relationship between the government and the citizens. You may see cases where the government does unfair things to its citizens. Some policies of the government may not be fair to the people. In this case you judge the actions of the government to be unjust. You may also see some citizens being unfair to each other. You see some people hurting others to enhance their own benefits. You also judge the actions of these people to be unjust.

When unjust actions occur they have to be corrected. In order to correct the unjust actions people need to agree on what is fair and what is unfair. After they agree on this, people could decide whether an action is just or unjust based on their agreement.

CASE STUDY

Akalu is a student who has a permanent physical disability. He cannot walk and uses a wheel chair to move about. Like all his classmates he has to attend all subjects including physical education. At the beginning of the school year the physical education teacher explained that the physical education class is both theoretical and practical. In order to pass the exam the teacher told Akalu that he had to do physical exercises and take the class written exams. He also told the students that attendance of field exercises and field exams make up 75 percent of the mark and the theoretical exam constitutes 25 percent.

Akalu went to the teacher and asked if he also has to attend field classes and exams like the other students. The teacher said that the rule applies equally to all students and suggested that he talk to the principal. Akalu became disappointed with what the teacher said. He thinks he is being treated unjustly and unfairly.

? Do you think Akalu should do physical exercises or he should be exempted? Why?

Justice and Equity

In the last unit, you discussed equality. A term that is related to equality but has a slightly different meaning is equity.

Equity means trying to think of basic principles in order to correct unbalanced relationships. Sometimes there may be unbalanced relationships between groups or people. This means some groups may be excessively benefiting from some relationship and others may be hurt by that relationship. In this case, you say that the relationship is unbalanced.

Sometimes even the law may create such imbalances. In order to correct such imbalances you have to think of basic principles that balance the relationships between the two groups.

CASE STUDY

Land Distribution in Ethiopia during Emperor Haile Selassie's reign

During the reign of Emperor Haile Selassie I officials who governed the different parts of the country were linked to his family. These rulers controlled all land and gave plots of land to the people who were close to them. Only the people who were close to the rulers benefited from the land distribution. Those people who worked hard but were not close to the ruling family did not have a chance to get land. Since most people in Ethiopia were farmers, getting land was very important to produce more and to get rich. Because of this the people worked hard but those who had no land remained very poor; yet those who did not work, but were close to the rulers, benefited by getting more land.

? Discuss whether the land distribution during the reign of Emperor Haile Selassie I was equitable or not. What would have been a better method of land distribution?



The Ethiopian farmer led a miserable life under the monarchy

REMEMBER

- Justice is related to the idea of fairness.
- Justice is concerned with the relationship between people.
- At a higher level justice determines the relationship between the government and citizens.
- Equity is to think of basic principles to correct unbalanced relationships.

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LESSON 2

Justice in Social Services

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

- explain what social services are.
- describe the importance of equality of access in social services.

What do you think social services are?

Do you think it is important to have equal access to social services? Why?

Discuss these issues in the class.

In the previous lesson, you understood what justice means. You also saw that justice deals with fairness. In this lesson, you will look at fair distribution of social services. Social services are services that are given by the government to benefit the people. These services include education, health and public facilities. The government gives these services because they are very basic things that human beings need; everyone deserves to have access to these services. The government is able to deliver these services by getting the money from collecting taxes. All citizens pay taxes.

Sometimes there is lack of equity in the distribution of social services. Some groups are given more social services than other groups. This is not fair because all citizens pay taxes and they deserve to get equal access to the social services that the government provides.

However, in some places more schools are built and students get better access to education. In other places students have to walk a long distance to get access to education. Some students have desks to sit at when they learn while others sit on the floor. Some people are able to get better health care from the government while others die because of lack of even the most basic health care.

Yet all these groups pay taxes to the government and expect to get the services they deserve. If they don't get equal access to these services it is not fair. Since all citizens pay taxes they should get equal access to social services. This is justice in social services.

CASE STUDY

Ibsa's Complaint

Ibsa and Jalele were in the same class and both took the Grade 10 examination in 1999. When the results came Ibsa scored 2.4 and Jalele scored 2.0.

The minimum requirement to be admitted to the preparatory school was 2.0 for girls and 2.5 for boys. Because of this Jalele passed and Ibsa didn't. Jalele was very happy that she passed the exam. Ibsa is a hard working student. His friends and

Justice in Social Services

family expected him to pass the exam. He was very disappointed because he failed the exam. He blamed the government for allowing students like Jalele to pass while better students like himself failed.

He discussed this issue with his father who is a member of the House of People's Representatives. Ibsa told his father that the reason for his failure was that he was discriminated against by the government. He said that, allowing Jalele and other students to pass with lower grades while rejecting boys with equal and higher scores is discrimination against boys. He added that, if the government hadn't done this, more boys could have gone into preparatory school.

Ibsa's father tried to explain to him that in the past, and also partially in the present, there was discrimination against girls. In order to correct this past discrimination, girls should be given the chance to learn. This gives them equal opportunities with boys to enjoy social services equitably.

? Which one would you support, Ibsa or his father? Why?

As discussed, there are different types of social services. The main social services are **education, health** and **public administration** services. It is important to give all citizens equal access to these social services because all these services are basic to all citizens.

It is important to have equal access to **education** within a country. This is because when people have equal access to education they will have equal chance to change their living conditions. When all citizens have equal access to education they should have a better life and this further promotes equality among citizens. In addition to this, when citizens get equal access to education they will contribute equally to the development of their country. This creates the feeling of belonging and achievement among all citizens. This further strengthens the relationship among citizens since there will be equality of living standards.

Another important social service that all citizens deserve to get is **health care**. Some say that it is the right of everyone to get basic health care services. Having access to health care is very important since without health you can't work or live. There are some people who have access to very sophisticated health care while others die because they are not able to get even the most basic health care. This is not fair; since all citizens pay taxes they should have equal access to health care services.

Other than the above two social services there are other different **public administration** services that the government gives. These include giving licenses to businesses, keeping the security of the people and many of the services you get when you go to your kebeles and woredas. These services are also very important to all citizens. When a person wants to build a house for example, he has to get permission from his kebele to do that. These services have to be equally accessible to all citizens since all citizens deserve them.

REMEMBER

- Social services include education, health and public administration services.
- It is important to give all citizens equal access to social services.

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LESSON 3

Struggling Against Injustice

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

- explain the role of citizens in the operation of justice.
- struggle against acts of injustice within the limits of your capacity.

What do you think your role as a citizen is in upholding justice?

Discuss this issue in the class.

You have discussed justice in the last two lessons. When you see unfairness in life, you have to say, "this is not right," and you have to reasonably explain why it is not right. When you do this it means you are opposing injustice. Struggling against injustice also means acting in such a way that your act promotes fairness and justice to you and others. This can be done by respecting the laws of your country, by supporting social procedures that promote justice and by supporting the fair and just distribution of economic and social benefits in your country.

Struggling against injustice means becoming sensitive to acts of injustice. When you see an act of injustice you shouldn't just let it pass — you have to try and correct it. You may see some students bullying and beating up other students. Even if the injustice is not happening to you, you have to go and tell your teacher about the unjust acts of such students. When you do this it means you are struggling against injustice. This means you shouldn't be silent about an act of injustice that you observe. You have to care for the prevalence of justice. So you have to oppose acts of injustice on others, not just on yourself.

The other way you could oppose injustice is by demanding your rights and by protecting them. In the previous lesson, you discussed equal access to social services. If you see that you are not getting equal access to social services you have to ask for the social services that you deserve. You have to argue that, as a citizen, you pay your taxes and you deserve to get equal access to all social services that the government provides.

It is important to note, however, that opposition to injustice should not be through violent means. If necessary you may have to take your case to court. In doing so, you will be able to ensure your rights peacefully and lawfully.



Courts are instruments to rectify injustice

Struggling Against Injustice

CASE STUDY

Nelson Mandela

Nelson Mandela is a Nobel Prize winner and the first black President of South Africa who spent most of his life struggling against injustice. Born in 1918, Nelson Mandela became involved in a movement struggling against racial discrimination at a very young age. He initially struggled peacefully against the apartheid racial rulers of South Africa. In 1962 Mandela was arrested and in 1964 was sentenced to life time imprisonment. While in prison he communicated with his friends who were also struggling against racism. With international pressure he was released from prison in 1990 after 26 years of imprisonment. Because of his relentless effort to fight against racial injustice he was elected as the first black President of South Africa.



? Discuss how Nelson Mandela struggled against injustice.

REMEMBER

- You have to be sensitive to acts of injustice.
- You have to respect the laws in your country.
- You have to support social procedures that promote justice.
- You have to support fair and just distribution of economic and social benefits in your country.
- You have to demand your rights and protect them.

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LESSON 4

The Justice System

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

- explain the foundation of justice.
- enumerate the instruments of justice.
- describe the role of courts and judges in the administration of justice.

- What do you think is the foundation of justice?
- Why do you think we need to have courts and judges?

Discuss these issues in class.

You have seen in the previous lessons that justice should prevail. In order for justice to prevail it is important to have a system. The system that is designed to ensure the prevalence of justice is the justice system. Again, in order to have a good system for justice it is important to build it on the right foundations. For justice there are two foundations; a moral foundation and a legal foundation.

The moral foundation for justice is based on the moral **values and norms** of the society. These values and norms are those informal social laws that govern society. They may not be written as a formal law of the country but people follow these values and norms of society. These values and norms create a harmonious living situation in the society.

For example, in Ethiopia, it is important for society to respect its elders. Society has this value because elders have more experience in life and you learn a lot from them. For this reason, although it is not written in law, respecting elders is a valuable part of the Ethiopian society.

These values that society upholds are good foundations for justice. This means, based on these values and norms, we decide what is fair and unfair. Based on these values we agree on what is right and wrong.

The other foundation for justice is the legal foundation. The legal foundation includes legal principles that are considered important to a given country. These principles are expressed in the **constitution** and other laws of the land (domestic laws) and **international conventions.**

You saw what a constitution is in Unit 2. The constitution is a document that contains the principles with which a country governs the actions of the individuals and institutions in that country. Primarily, it sets the level of authority of the government, the transfer of power and the rights of citizens.

Domestic laws (penal and civil laws) are rules made on the basis of a constitution and govern peoples' relations in a country. For example, the Ethiopian Penal Code Article 23 on crime states:

1. *A crime is an act, which is prohibited and made punishable by law.*

The Justice System

4. *A crime is punishable where the Court has found the crime proved and deserving of punishment.*

The Ethiopian Civil Code Article 14 on freedom of thought states:

1. *Every person is free to think and to express his ideas.*
2. *The only restrictions which this liberty admits are those which are imposed by the respect for the rights of others, morality and the law.*

International conventions, on the other hand, are rules that are agreed and accepted by nations as binding rules. These international conventions are principles that most countries of the world consider important and are usually related to issues that affect all mankind. These conventions are usually interpreted to the situation of the individual country.

The International Convention on Human Rights adopted by the World Conference on Human Rights in 1993 includes the statement:

The human rights of women and of the girl-child are an inalienable, integral and indivisible part of universal human rights. The full and equal participation of women in political, civil, economic, social and cultural life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex are priority objectives of the international community.

In the Convention on the Rights of the Child adopted in 1990, Article 13 states:

1. *The child shall have right to freedom of expression; this right shall include freedom to seek, recieve and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.*

These conventions are part of the Ethiopian legal system because in the FDRE Constitution, Article 9, it states:

All international agreements ratified by Ethiopia are an integral part of the law of the land. (*sub-article 4*)

CASE STUDY

One of the well known international foundations of justice is the **Universal Declaration of Human Rights**. This is the first international statement that guarantees the rights of human beings. It is a convention signed by member countries of the United Nations to respect human rights. These principles are foundations of justice since they hold the idea of fairness in them. These declarations state that all humans are born equal in rights and dignity. It says that all humans are equal without regard to race, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

? Why is it important to adopt international conventions as part of the Ethiopian legal system? Discuss this in your class.

After building justice on moral and legal foundations it is important to have instruments by which we implement the principles. In many countries there are different types of instruments. The two broad categories are **legal** and **traditional instruments** of justice.

The **legal instruments** of justice include the courts, the Ombudsman and the Human Rights Commission. The **courts** are legal institutions that interpret the law. Courts take on cases and then

The Justice System

decide whether or not that person or institution broke the law. In democratic countries the courts protect the rights of citizens. In non-democratic countries they may protect the interests of the rulers. In order to protect the rights of citizens the courts need to be independent of the influence of the government.

You have seen in Unit 1, the different rights that humans have. The **Human Rights Commission** and the **Ombudsman** protect the human and democratic rights of citizens from abuse by the government. The Human Rights Commission and Ombudsman are different in that the Ombudsman is a government body that looks for and collects complaints from citizens and looks into any maladministration. The Human Rights Commission, on the other hand, is an institution that collects cases of rights' abuses and reports them to the body concerned. It also exposes abuse to the public through the mass media.

The **traditional instruments** of justice are those institutions that are traditionally established by the people. When the legal instruments don't reach all the people in every area, people use the traditional institutions as instruments of justice. For example, in Ethiopia the Constitution recognizes religious and customary courts. Such traditional instruments include the **Sharia Court** and the **court of elders**. The Sharia Court is an Islamic court that operates along with the modern legal system. The court is based on Islamic principles and mainly governs social issues like marriage and inheritance. The court of elders is also another institution that serves as an instrument of justice. This court deals with settling disputes and resolving conflicts. The ruling of the courts is based on the values and norms of the people in that area. There are different courts of elders in different parts of Ethiopia.

CASE STUDY

Jaarsummaa: Conflict Resolution Institution

There is an institution called jaarsummaa among the Arsi-Oromo. Jaarsummaa means conflict resolution through the use of elders. The elders who run the jaarsummaa institution are known as jaarsa biyyaa, which means 'elders of the nation'. The elders settle disputes, either on the request of the disputant(s) or on their own initiative. They deal with all types of conflicts on the basis of Oromo customary laws, which are known as *seera* or *aaloo*. Disputes are settled through compensation offered to the right claimant. This is done on the basis of the advice given by the elders or just by a verbal apology. However, the most important focus of the elders is finding out the truth, rather than punishing the wrong-doer. In the process of dispute settlement, the elders use their persuasive skills. The final resolution of the conflict comes only after reconciliation whereby the disputants give a kiss to the back of each other's hand.

? If there is a court of elders in your area, visit it with your teacher and describe to the class how the process is carried out.



Court of elders could be used for conflict resolution

The Justice System

As described, generally the courts are responsible for interpreting the laws. Therefore, it is important to set up the courts according to the Constitution to ensure proper interpretation of the law.

The people who administer justice in the courts are called **judges**. It is also important to be fair when appointing judges. Different countries have different ways of appointing judges. In some countries judges are elected by the people. In others, the federal or state president appoints judges. In Ethiopia, the appointment of judges for the federal and regional states is different. For the Federal Supreme Court the Prime Minister nominates candidates and presents them to the House of Representatives which evaluates the candidates and approves the one selected by majority vote. Similarly, for the State Supreme Courts the President of the state nominates some candidates and the State Council approves those who get the majority vote in the council.

The court and judges then serve as instruments of justice by interpreting the law and deciding who was right and wrong. The judges who are appointed should know the law very well. In addition, the procedure by which they make their decisions should be clear and transparent to the people involved.

Visit to a Court

Your teacher may arrange a visit to a court near your school. When you reach there silently observe the process of the court and take notes. Organize your notes and present them to the class.

REMEMBER

- There are the moral and legal foundations of justice.
- The moral foundation is based on the values and norms of the society.
- The legal foundation is based on the constitution, domestic laws and international convention.
- There are traditional and legal instruments of justice.
- Legal institutions include courts, the Human Rights Commissions and Ombudsman.
- Traditional instruments include court of elders and Sharia courts.
- People who administer the courts are called judges.

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LESSON 5

Justice in Taxation

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

- explain the history of taxation in Ethiopia.
- identify who should pay tax.

- What is taxation?
- Why do people pay taxes?

Discuss these issues in class.

You may have heard that people pay taxes. Tax is a payment by citizens of a country to the government. This payment is made because people receive services from the government. The government provides security and social and economic services to the people. Therefore, the government requires money, so people pay a portion of their income in taxes. In levying taxes the government has to be fair as in all other things. People with a low income pay relatively lower taxes compared to people with higher incomes, who have to pay more.

Taxation started a long time ago in Ethiopia. Until the late 20th Century the country was ruled by kings who considered themselves elect of God. Because of this they exercised absolute power and did whatever they wanted. They took most of the produce from the farmers as taxes as a result of which they only retained a small portion. Because of this, farmers and their families led miserable lives while the nobility got richer. They exploited the farmers under the notion that God elected them and they could do whatever they wanted.

After 1974 the socialist government took power and declared a command economy. In that regime there was a lot of corruption and favouritism. Therefore, the collection of taxes was inefficient. In addition, since private initiative was suppressed, there was low production and hence, fewer taxes collected. Since 1991, a free market economy has been set in place and there has been an expansion of businesses all over the country.

With the expansion of businesses and the increase in people's income the amount of tax collected has also increased significantly. This has helped the government to expand the services it gives to citizens and engage in development work. Although the collection of taxes has improved significantly, it still needs improvement since all eligible tax payers are not paying their share.

Justice in Taxation

CASE STUDY

Ethiopian Revenue and Customs Authority

The Ethiopian Revenue and Customs Authority works under the Ministry of Revenue and is in charge of setting tax rates, collecting taxes and generally gathering government revenue. This authority has experts all over the country engaged in collecting taxes. In addition, the authority has many departments that are engaged in developing the tax system. It has a planning and research department that does the research on tax issues. It also has a legal department that organizes cases brought to court for tax crimes. It has a tax investigation and intelligence unit that investigates people who are trying to evade taxes.

? What is the importance of the Ethiopian Revenue and Customs Authority for the development of the country?

As previously described, tax is a portion of citizens' income paid to the government for the services that the government provides. Accordingly, every citizen who enjoys the services from the government should pay taxes. Paying taxes is a way for everyone to contribute to the development process of their country and a way through which they could develop a sense of belonging in their country.

This doesn't mean, however, that all citizens pay the same amount of tax. People who earn more will pay a bigger percentage of their income.

Evasion of taxation is a major problem; and if the country is to proceed with its development, all citizens with income have to pay the right amount of their share of taxes.

Besides taxes, contraband is another problem that affects the economy of the country. Contraband is an attempt to bring in or take out of the country commodities without paying the required taxes to the government. People engaged in contraband carry out an illegal trade and avoid paying taxes, hiding the goods from the government and passing them through borders. Sometimes they engage in corruption and bribe the border officials to let them pass without paying taxes. As this affects the country's well-being, any concerned citizen has to avoid activities of contraband and expose those engaged in this malpractice.

Debate

Divide yourselves into two groups and take sides to debate the following issue.

- People in a country should pay equal amounts of taxes irrespective of their income;
- People of different incomes should pay different amounts of taxes.

Present your arguments to the class.

REMEMBER

- Tax is a payment by citizens of a country to the government.
- Tax is paid because people receive services that government gives.
- Contraband is an attempt to bring in or take out of the country commodities without paying the required taxes to the government.

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UNIT SUMMARY

In this unit, you have discussed the basic definition and idea of justice and equity. You have learnt that justice is related to fairness and is concerned with the relationships between people. You have also seen that equity is related to the idea of balanced relationships. You have seen that social services are services provided by the government for the benefit of the people and that there should be equitable and fair distribution of social services. You have observed three types of social services; education, health care and public administration.

Lesson 3 dealt with the idea of struggling against injustice. This means you have to be sensitive to acts of injustice in your surroundings. You have discussed how you can struggle against injustice by demanding your rights and protecting them. Also you know you shouldn't use violent means to struggle against injustice.

Lesson 4 dealt with the justice system. You have seen that there are moral and legal foundations of justice. The moral foundation of justice depends on the values and norms of the society while the legal foundation depends on the constitution, domestic laws and international conventions. You have also discussed the legal and traditional instruments of justice including the courts, the Sharia and the court of elders.

Finally you looked at taxation which is a payment made by the people to their government for services rendered.

GLOSSARY

Constitution:	A document that contains the general directives and principles of a country.
Courts:	Institutions that interpret laws.
Equity:	Balanced relationships among people.
Human rights commissions and ombudsman:	Institutions that are legally organized to watch over the abuse of human rights and maladministration.
International conventions:	Rules that are agreed and accepted by nations as binding rules.
Judges:	People who administer the courts.
Justice:	Fairness in the relationship among people.
Social Services:	Services provided by the government for the benefit of the people.
Traditional instruments of justice:	Institutions that are traditionally established by the people to deal with the moral foundation of justice.
Values and Norms:	Social laws that govern the behaviour of people in a society.

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UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. ..... is fairness in the relationship among people:
   (*a*) equity
   (*b*) values
   (*c*) justice
   (*d*) norms
2. Social services include:
   (*a*) education
   (*b*) health care
   (*c*) public administration
   (*d*) all
3. Which of the following is a good means of struggling against injustice:
   (*a*) being sensitive to acts of injustice
   (*b*) demanding rights and protecting them
   (*c*) being violent to those doing injustice
   (*d*) all
4. The moral foundation of justice depends on:
   (*a*) values of the society
   (*b*) education
   (*c*) norms of the society
   (*d*) (*a*) and (*b*)
5. Which of the following is not a legal instrument of justice?
   (*a*) court
   (*b*) court of elders
   (*c*) Human Rights Commissions
   (*d*) (*a*) and (*b*)

Part II – Short answers

1. Briefly describe the difference between justice and equity
2. What is the benefit of equity?
3. What is the difference between the legal and traditional instruments of justice?
4. Explain the moral and legal foundations of justice.
5. Briefly describe why citizens pay taxes.
6. How does contraband affect the economy of a country?

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Unit 5
Patriotism

Introduction

You have learnt the importance of justice and equality in the previous unit. As citizens you can help to make sure that we have justice and equality in our society. The focus of this unit is **patriotism**. Some people think that patriotism means only loving one's country and fighting against its enemies. But this is not the only kind of patriotism. People who work hard to fight poverty are also patriots. Athletes who win gold medals in the Olympic Games and glorify the name of Ethiopia are also patriots. In this unit, you will explore new meanings of patriotism.

Lessons

1. Citizenship and Patriotism
2. Objectivity in Ethiopian History
3. Duties of a Patriot
4. Patriotism and the Fight Against Poverty
5. Voluntarism

Key words and concepts

- Absolute poverty
- Basic needs
- Chauvinism
- Citizenship
- Ethics
- Fascism
- Naturalization
- Patriotism
- Prejudice
- Relative poverty
- Standard of living
- Terrorism
- Volunteering
- Warmongering

What you will learn

You will:

- explain what citizenship means.
- appreciate the different kinds of patriotism and the Ethiopian flag.
- recognize that it is important to be a volunteer.

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



LESSON 1

Citizenship and Patriotism

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

- define citizenship and patriotism.
- explain ways of getting Ethiopian citizenship.
- describe the real meaning of patriotism under a democracy.
- be dedicated citizens of Ethiopia.
- explain the disreputable form of patriotism.
- explain what a flag represents and its use for a country and its people.

Name two Ethiopian patriots: a man and a woman.

What makes them patriots?

Citizenship means belonging to a state. A person who belongs to a state is a **citizen** of that state. Citizenship gives you basic rights. In a democracy citizens have the same basic rights such as the right to vote and be elected. But they also have responsibilities and duties.

There are different ways of getting citizenship. They are citizenship by **birthplace**, by **blood relationship** and citizenship by **naturalization**. If you are born in the United States you would get American citizenship because you are born in that country. This is citizenship by birth place. If you are born in Kenya but to Ethiopian parents you would get Ethiopian citizenship because of your blood relation with Ethiopian citizens. Though you are born in Ethiopia, you may get American citizenship if you live there for many years. This is citizenship by naturalization.

In a democracy, men and women, the rich and the poor and people of different colour all have the same basic rights. This is what we call **universal citizenship**. This was not true in the past. For example, in Athenian democracy only men enjoyed citizenship; women and slaves did not have citizenship. The same was true in the United States. Black and other non-white people and women did not have American citizenship until the beginning of the 20th century.

CASE STUDY

Beredu is a 15-year-old girl. Her parents, Ato Gemechu and W/ro Gadissie, were born in Ethiopia. They have lived in the USA for more than 20 years. Beredu was born in the United States. Beredu has got American citizenship because she was born in that country. She is also an Ethiopian because her parents were born in Ethiopia. Beredu's parents acquired American citizenship after living there for several years.

Citizenship and Patriotism

- What does the Constitution of Ethiopia say about Ethiopian citizenship?
- How did Beredu get American citizenship?
- How did Beredu get Ethiopian citizenship?
- How did Beredu's parents get American citizenship?

Patriotism and citizenship are related to each other. Patriotism can mean: pride in the achievements and culture of one's country; respect for national symbols such as the flag and national anthem. It also means that you should place the common good above your own personal interests. A patriot shows positive and supportive attitudes to his/her country. In wartime, citizens die to protect their country. This is a typical example of patriotism. Citizens who defend their country from enemies are heroes and heroines. For example, Ethiopians who fought at the Battle of Adwa were patriots. This is one form of patriotism.

In a democracy there are other forms of patriotism. Those who work hard, increase productivity and fight poverty are patriots. Scientists who invent new medicine, machines etc. are also patriots. Ethiopian athletes who won Olympic medals are also patriots. As a student, if you work hard and become a scientist, you too may be a patriot. The new perspective of patriotism in Ethiopia includes respect for the law of the country, tolerating diversity and respecting the rights of others.

List some characteristics of patriotic citizens in democracy and read your list to the class. Here are two examples:

1. Respect the rights of others.
2. Tolerate religious diversity.
3.
4.

Which of these people is a patriot? Why? Discuss as a class.



Derartu Tulu was a gold medal winner in Olympic games



Ras Abebe Aregay, famous leader of Patriots during the second Italian invasion



Bilharzia is a fatal disease which affects more than 200 million people in the world.

In 1964 Dr. Aklilu Lemma discovered that endod has a potential to eradicate the vector.

Citizenship and Patriotism

Patriotism and Chauvinism

War-loving characters are not patriotic. Chauvinism is a belief that one group of people is superior to others. Hitler was a chauvinist leader. During the Second World War, he invaded other countries of Europe because he believed that Germans were superior to peoples of other countries. These kinds of leaders are also war lovers (warmongers) because they lead their people to war.

CASE STUDY

Shewareged Gedle: A Lion Hearted Woman



Shewareged was a famous patriot during the Italo-Ethiopian war (1936–1941). She supported Ethiopian patriots in many ways. She did this by collecting and passing on information, food, medicines, bullets, guns and clothes to the patriots. Shewareged was also a good organizer. She was a leader of women patriots who were ready to fight and die for their country. She played an important role when Ethiopian patriots attacked an Italian camp at Addis Alem. Ethiopian patriots destroyed the camp, released Ethiopian prisoners and collected more than 2000 rifles.

Shewareged suffered a lot in the hands of the Italians. She was detained in Italy but released after two years and came back to Ethiopia. She suffered more when the Italians detained her again in 1940. Shewareged was tied to a tree, badly beaten and sent to prison. Finally, she became free in 1941 when Italian soldiers left Ethiopia.

Source: Minale Adugna

CASE STUDY

Mussolini: A Fascist Leader



Benito Mussolini was the founder of Fascism. He was the Prime Minister of Italy (1922–1943). Mussolini wanted to be a famous and powerful leader. He planned to achieve his goal through military success. Mussolini wanted to control Ethiopia. He built a strong military power to invade Ethiopia. On 3 October 1935, he declared: "We have tolerated Ethiopia for forty years. Now it is enough." Mussolini motivated the Italian people in the name of patriotism. He sent more than 200,000 soldiers who invaded Ethiopia in 1936. He ordered his troops to use all types of weapons including poison gas to destroy the Ethiopian resistance.

Mussolini had a friendly relationship with Hitler, the leader of NAZI Germany. As he supported Hitler, Mussolini led his country into the Second World War (1939–1945). Italy was defeated at the end of the war; Mussolini was killed.

Source: Encarta 2007

Discuss these questions as a class.

- Both Shewareged and Mussolini were wartime leaders. Who was a real patriot?
- Do you consider Mussolini as a patriot? Why or why not?
- Who was a war-loving leader?

Citizenship and Patriotism

Flags are used as symbols to represent an organization, such as a football club, or a country. Most flags are rectangular but some may be triangular or square. Every country in the world has a different flag, often representing the history and culture of its peoples. The present Ethiopian flag is green, yellow and red. According to Article 3, sub-article 2 in the Constitution:

The national emblem on the flag shall reflect the hope of the Nations, Nationalities, Peoples as well as religious communities of Ethiopia to live together in equality and unity.

Today, the flag representing Ethiopia is known by the community of nations in the world. So, the name Ethiopia and its flag are synonymous.

The Ethiopian flag is permanently hoisted in the UN and AU headquarters. It is also hoisted in compounds of Ethiopian embassies in countries where diplomatic missions exist. It is customary to see the flag of Ethiopia flying in compounds of government establishments and private organizations. In your own school yard the Ethiopian flag flies during the day. On occasions, streets and buildings are ornamented with flags in honour of national holidays and celebrations. During the celebration of the Ethiopian 2nd millennium, Addis Ababa and the cities and towns in the country were decorated with the national flag. Therefore, the flag can be seen as a source of pride and unity of purpose.

? Form groups to discuss the different purposes that flags serve for countries, organizations, etc.



The Ethiopian Flag

REMEMBER

- Citizenship is legal membership of a state.
- You can get citizenship by birth, by blood relationship and by naturalization. Citizenship is associated with rights and responsibilities.
- Patriotism means showing concern and devotion to your country, to its symbols, national anthem and constitution.
- Patriotism has different forms. Some of them are defending one's country, concern for the common good, and fighting against poverty and corruption.
- Flags are used as symbols to represent an organization or a country.
- Flags can be seen as a source of pride and unity of purpose.

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LESSON 2

Objectivity in Ethiopian History

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

- describe the importance of objectivity in Ethiopian history.
- explain the history of Ethiopia as the history of its nations, nationalities and peoples.

- What is the significance of the victory of Adwa?
- What contributions did Ethiopian people make to achieve the victory of Adwa?

When they wrote Ethiopian history, most writers gave much attention to the role of kings. They gave less attention to the contribution of nations, nationalities and peoples of Ethiopia. In the past, the wisdom and contributions of kings were magnified while the roles of peoples undermined. History has to be written to reflect the role of all members of society. This is what we call objectivity in history. History, which undermines the contribution of the people, lacks objectivity. Some writers wrote history favouring their own religious groups. Some writers exaggerated the contribution of their own ethnic groups. This kind of history is biased and it lacks objectivity.

We need to write our history considering the contributions of nations, nationalities and peoples of Ethiopia. The history of Ethiopia is not limited to the history of its kings. Neither is it limited to the history of one or two ethnic or religious groups.

The history of Ethiopia is the history of different groups of people who speak different languages and have different religions. It is the product of the contributions of all its peoples. Ethiopia has been the symbol of freedom and independence because of the sacrifice made by its peoples. People from different cultural backgrounds sacrificed their lives to defend the independence of Ethiopia.

The battle of Adwa is a good example. The victory at Adwa (1896) shows the contribution of the peoples of Ethiopia. The victory has made Ethiopia the symbol of freedom and independence in Africa. It has also been a source of pride for Ethiopians and other black peoples. Patriots from all nations, nationalities and peoples sacrificed their lives at Adwa to defend the independence of Ethiopia. About 100,000 people from all regions of the country fought at the battle of Adwa.

When the Italians invaded Ethiopia in 1936, patriots from different religious and ethnic backgrounds came together and defended their country. Such common efforts have brought unity among the peoples of Ethiopia. The peoples of Ethiopia have developed a common identity in their long history. They share common cultural identities such as honesty, hospitality and national pride.

Objectivity in Ethiopian History

Make groups and discuss the following questions.

- What were the contributions of nations, nationalities and peoples of Ethiopia to gain the victory at Adwa?
- Name some patriots who fought the Italians during their second invasion (1936-1941).



Painting of Battle of Adwa by Mekonnen



The Mountains of Adwa

REMEMBER

- Writers of Ethiopian history did not give much attention to the contributions of its peoples.
- Some writers exaggerated the role of kings, or their cultural groups.
- History should be objective. This means it should reflect the contributions of individuals as well as the peoples.
- Knowing the true history of Ethiopia helps you to develop patriotic attitudes.

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LESSON 3

Duties of a Patriot

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

- define common good.
- explain the role of patriots in promoting the common good.
- work to promote the common good.

- What do you think we, as citizens, should be responsible for in our country?
- Who protects the public interests or the common good?

The major duty of a patriot is promoting the common good — the public interest — beneficial to all or most citizens in a **community.** This may be shared resources, common understandings, and issues of general interest or benefit to the whole community, such as peace and **cultural heritages.** Acting to promote the common good is a quality of a patriot. This requires a high standard of **ethics**.

A person with such ethics will think about what is good and bad, or right and wrong. They will do their duty and take moral responsibility. Some of the major duties of a patriotic citizen are keeping domestic peace and security, **tolerating differences**, treating others fairly, fighting against **terrorism**, keeping state secrets and working to promote development.

Note that there are times when there is a conflict of interests between the public and your private interests.

CASE STUDY

Conflict between Private and Public Interests

The Walia Ibex is a beautiful wild animal. It lives only in Ethiopia, in the Semien Mountains. Hunting this animal is forbidden because few Walia Ibex are left. Ato Abegaz works in the park as an expert and is responsible for the protection of Walia Ibex and other wild animals.

One day a tourist asked Abegaz's permission to hunt the Walia Ibex. Abegaz said, "No!" and explained the reason why. The tourist promised to pay Abegaz 5,000 US dollars if he allowed him to kill one Walia Ibex. Abegaz shouted: "No! The Walia Ibex is an example of the precious wealth of our country! You can see them, you can admire their beauty but you are not allowed to hunt this beautiful animal! Go away with your 5,000 dollars!"

Duties of a Patriot



Walia Ibex

Discuss the following questions as a class.

- Did you see how sometimes private interests and public interests come into conflict?
- What would have been your decision if you were Abegaz?
- What do you think about Abegaz's decision?
- Can you give other similar examples to this?

Terrorism is an illegal use of force by a person or an organized group to promote their selfish interests against people or property. Terrorists do not care who they kill. They carry out:

- illegal actions that involve force;
- actions intended to frighten or force people or governments;
- actions committed to support political objectives.

It is our duty to keep the peace and the security of our country. Terrorism leads to insecurity and lack of peace. We need peace and security to promote development. Fighting against terrorism is one of the duties of patriotic citizens.

CASE STUDY

The twin towers of the World Trade Center, New York, were crushed by the act of terrorists on 11 September 2001. 2,974 people died and 24 remain listed as missing.



The twin towers in New York destroyed by terrorists in 2001

Discuss the following questions in groups.

- Who was affected when the Twin Towers were destroyed by the act of terrorists?
- Do you think that it is fair to destroy the lives of civilian people to achieve political goals?
- Do you remember other terrorist actions that took place in Ethiopia or in other parts of the world?
- Who is responsible for protecting lives and property from terrorist attacks?

Duties of a Patriot

You have learnt about tolerance in the previous units. We live in a world full of differences. People all over the world are divided into different groups based on their religion, gender, age, race etc. It is important to treat others fairly and equally. If you treat some in a good way and others in a bad way you are practicing **discrimination**. This kind of unfair treatment can lead to hatred and conflict.

Patriotic citizens tolerate diversity and treat others fairly. Respect and tolerance are good ways of handling cultural, racial, religious and other differences.

Negative attitudes toward others and lack of tolerance, have led to people being treated unfairly. For example:

- African Americans were mistreated in the United States because of negative attitudes toward black people.
- Thousands of people were killed in Burundi and Rwanda as a result of negative attitudes and lack of tolerance.

REMEMBER

Duties of patriots are not limited to wartime. The duties of patriotic citizens in a democracy include:

- ❒ Working to promote the public interest or the common good.
- ❒ Treating others with respect and tolerating differences.
- ❒ Fighting terrorism.
- ❒ Actively taking part in development activities.

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LESSON 4

Patriotism and the Fight Against Poverty

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

- describe the role of patriots in the fight against poverty.
- fight against poverty and backwardness.

- Have you seen young people begging in Ethiopia? If so how do you feel?
- Who is responsible to fight against poverty?

Ethiopia is a poor country. For a country to be poor is not good. When your country is poor it means you also suffer from the impact of poverty. In Ethiopia, there are millions who are not educated, have no access to hospitals, to clean water, electricity and telephone service. There are not enough roads in the country so most of the people use donkeys and mules for transportation. They walk long distances on foot to towns and are unable to send their children to schools. These are characteristics of poverty and backwardness.

Almost half of the people in Ethiopia are unable to eat three times a day. Many parents are unable to provide their family with proper clothing. People living in this way are living in absolute poverty.

Some developed countries have a lot of income. But this income may not be shared with all the people. Some people in these countries have a very small income compared to others. Some people have things such as a TV and refrigerator while others do not. People who lack these kinds of things live in relative poverty.



A healthy and strong young person begging

Your country calls its patriots to work hard and abolish poverty and backwardness. Citizens who fight against poverty are role models. In the past, many patriots fought against the enemies

Patriotism and the Fight Against Poverty

of Ethiopia. Now, your country needs patriots to fight poverty which is our common enemy. As a patriotic citizen, you are also expected to help the people to have family planning and participate to keep the environment protected, clean and safe to live in.

Form groups and discuss the following questions

- How could you fight poverty and backwardness?
- Discuss the differences between absolute and relative poverty.

CASE STUDY

Amare is a poor farmer. He has a wife and five children. He has a small plot of farmland. Amare and his wife, Bogalech, cultivate crops to feed the family. However, they do not grow enough to feed the seven members of the family. The children cannot help their parents on the farm because all of them are under ten. The oldest child is nine years old while the youngest is a newly born baby.

The nurse working at the kebele clinic advised Bogalech and Amare to plan their family. Amare does not agree and, though his family lives in deep poverty, Amare does not complain. He believes that the poor are poor because of the will of God. If a person is born poor, he cannot get rich even if he works hard. Amare believes in this Amharic proverb *"Ledihinet yetsafew binegidim ayterfew."*

Discuss these questions as a class.

- What do you think are the major causes of Amare's poverty? Is it the size of farmland? Is it lack of family planning? Or is it wrong beliefs?
- Do you understand the Amharic proverb? Does it encourage people to work hard?

REMEMBER

- Poverty is a common problem in many countries.
- The extent of poverty varies from country to country.
- Absolute poverty is common in poor countries like Ethiopia while relative poverty is common in rich nations.
- Working hard and fighting against backwardness and poverty is another way of being patriotic.

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LESSON 5

Voluntarism

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

- define what voluntarism means.
- explain the role of voluntary activities in the development of society.
- take part in voluntary activities.

- Talk about people who give voluntary services in your local community.
- Can you think of any voluntary activities which help the well-being and development of our society?

Voluntarism means giving voluntary services to achieve a goal to benefit a community or society. Voluntarism is based on the will of those involved serving others. Volunteering is based on actions of people who want to help others for no payment. They can also give money to associations that help the needy. People who have similar goals can form voluntary associations and work together to meet a common goal.

Voluntary work is a very important to solve social problems. In countries like Ethiopia you find people who seek some help. These include street children, people living with HIV/AIDS, or children who have no parents. The government alone cannot solve all kinds of problems. You can play an important role in serving your community. You can give support to people with disabilities and illnesses. You can also take care of street children, help elderly people and AIDS patients.

There are many people who help others out of goodness. What do you know about Abebech Gobena? You will learn about the contribution of this great woman in the case study presented here.

CASE STUDY

Abebech Gobena: Mother Teresa of Ethiopia

Abebech Gobena is the founder of an organization called Abebech Gobena Children's Care and Development Organization. Abebech founded the organization in 1980, when there was a severe drought and famine in northern Ethiopia. Abebech started helping children after she found a baby sucking her dead mother's breast. She took two babies from the famine-affected areas to Addis Ababa. Then she



Abebech Gobena

Voluntarism

supported twenty one children but her family didn't like this. Finally, Abebech abandoned her marriage and continued supporting children. She sold her jewellery and other property to help children. She also ran small businesses in order to raise more money. Abebech's good work attracted the attention and support of individuals and organizations. Her organization now supports many children, women and young people. It gives services to more than twelve thousand children and a large number of women and young people.

Source: http://www.telecom.net.et/~agos/

Discuss the following questions as a class.

- What is the importance of this kind of voluntary activity?
- Do you think that people like Abebech Gobena are heroes or patriots? Why?
- Do you know any other Ethiopians who help other citizens without any personal benefit? Find one example and write a report about it and read it to the class.

CASE STUDY

A Volunteer Serving HIV Positive People

The following is a real story of Lidya who is a volunteer helping HIV positive people. Lidya herself tells the story:

"My name is Lidya. I am thirty years old. I am HIV positive. I faced serious problems because of my HIV status. Some people have treated me badly. I had a job but my employers fired me because they knew that I am HIV positive. I suffered a lot after I lost my job. I had no money to buy food and pay for house rent. There was no one to help me since my husband had died earlier.

After suffering a lot, I went to my kebele to get help. People working there helped me to get medical treatment and support from an NGO called HAPCSO (Hiwot HIV/AIDS Prevention, Care and Support Organization). I met young volunteers working in that NGO. They helped me a lot and saved my life. With the help of the volunteers, my health improved and my confidence revived. I appreciate the volunteers who helped me.

Their great deeds encouraged me to be a volunteer. I became a volunteer in 1998 and started working with the volunteers who had helped me. I am helping AIDS patients in many ways. I take them to hospital, wash their clothes, cook their food and massage their bodies. I also advise them and their family about HIV/AIDS. I have helped thirty-four HIV positive people and AIDS patients in the last two years. Now, I am giving care and support to twelve other people living with HIV/AIDS. I have no salary but I get 50 Birr transport allowance. I have benefited a lot from working as a volunteer. I help people affected by HIV/AIDS though I am also HIV positive. I forget my problems when I help. I feel happy because I am helping others. This helps to make me stronger."

Form groups of five students. Discuss the following questions and let your representative read the summary of your discussion to the class.

- Lidya is HIV positive but she is volunteering to help other HIV positive people. What do you think of her contribution in the fight against HIV/AIDS? Do you think that she is a patriot?
- As a citizen, what is your role in the fight against HIV/AIDS?

Voluntarism

REMEMBER

- Voluntarism is giving free service to benefit society.
- It is the duty of patriotic citizens to serve society voluntarily.
- It could be in helping the poor or fighting against the spread of HIV/AIDS, or giving care and support to people living with HIV/AIDS.

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UNIT SUMMARY

Citizenship and patriotism are related to each other. Citizenship is legal membership of a state. Citizens have rights and responsibilities. Patriotism shows your concern and devotion to your country, to its symbols, national anthem and its constitution. Duties of patriotic citizens in a democracy include: giving priority to public interest; treating others with respect; tolerating differences; fighting terrorism; taking part in development activities; fighting poverty and backwardness.

Poverty is a problem of many countries. There are two forms of poverty: absolute poverty and relative poverty. Many people in Ethiopia live in absolute poverty. We are proud of being Ethiopians because our country has been a symbol of freedom and independence. But poverty negatively affects our pride. Fighting poverty is the duty of patriotic citizens.

Volunteering means giving service to others with no payment. It is the duty of patriotic citizens to serve their society voluntarily. Citizens could serve the community by helping the poor; fighting against the spread of HIV/AIDS; or giving care and support to people living with HIV/AIDS. These are responsibilities of patriotic citizens. You will learn more about responsibility in the next unit.

GLOSSARY

Absolute poverty:	A condition in which people lack basic needs such as food and shelter.
Basic needs:	Things such as food, clothing and shelter, important to the survival of human beings.
Citizenship:	Legal membership of individuals in a state.
Chauvinism:	Excessive and blind patriotism; it is associated with the exaggerated belief that one's nation is superior to other nations.
Discrimination:	Treating a group of people in a good way and another group of people in a bad way.
Ethics:	The study of what is morally good and what is not.
Fascism:	A political system based on a very powerful leader, state control and extreme pride in one's country and race, and where political opposition is not allowed.
Naturalization:	The method of getting citizenship after birth or after living in another country for some time.
Patriotism:	Positive and supportive attitudes of citizens to their country.
Prejudice:	An unfair opinion formed without evidence or knowledge.
Relative poverty:	Lack of material goods in relation to the majority of the people.
Terrorism:	Illegal use of force aimed at frightening or forcing people or governments for political or other reasons.

Ethiopian Published

Voluntarism:	Giving voluntary service to help others.
Warmonger:	A person who favours unjust war.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. The Constitution of Ethiopia says a person born to an Ethiopian parent or parents gets Ethiopian citizenship. This refers to citizenship by:
   (*a*) birth place
   (*b*) blood relations
   (*c*) naturalization
   (*d*) none of the above
2. Which of the following goes with patriotism?
   (*a*) respect for national anthem
   (*b*) fighting to defend one's country
   (*c*) working hard to fight against poverty
   (*d*) fighting terrorism
   (*e*) all of the above
3. Which of the following does not go with patriotism?
   (*a*) considering your nation superior to others
   (*b*) respect the law of your country
   (*c*) respect the rights of others
   (*d*) fighting to expand your country's boundary
   (*e*) (*a*) and (*d*)
4. Which of the following shows relative poverty?
   (*a*) lack of food
   (*b*) lack of electric cooker
   (*c*) lack of shelter
   (*d*) lack of clothing
   (*e*) all of the above

Part II – True or false

1. As a citizen of Ethiopia, you have many rights but very few responsibilities.
2. People like Mussolini and Hitler are patriots because they entered into war to help their country.
3. Persons who fight poverty and corruption are patriotic citizens.
4. The victory of Adwa shows the contribution of nations and nationalities of the Ethiopian peoples in defending their country.
5. People like Abebech Gobena are patriots because they support other citizens.

Part III – Matching

Column A	Column B
1. Common good	A. Serving others without payment
2. Terrorism	B. Treating some groups of people unfairly
3. Tolerance	C. Public interest
4. Discrimination	D. Illegal action that destroy lives and property
5. Voluntarism	E. Respecting differences

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Unit 6
Responsibility

Introduction

Your knowledge about responsibility is based on what you have learnt about democracy, the rule of law, justice, equality and citizenship. You have constitutional rights as well as responsibilities toward individuals and the community. You may need to refresh your memory on some of these concepts to understand this unit properly. In this unit, you will learn the importance of knowing the range of responsibilities you have as individuals as well as within groups, communities, society and your country.

Lessons

1. What is Responsibility?
2. Personal, Social and Constitutional Responsibilities
3. Natural Resources and our Historical and Cultural Heritage
4. Responsibility to Combat HIV/AIDS

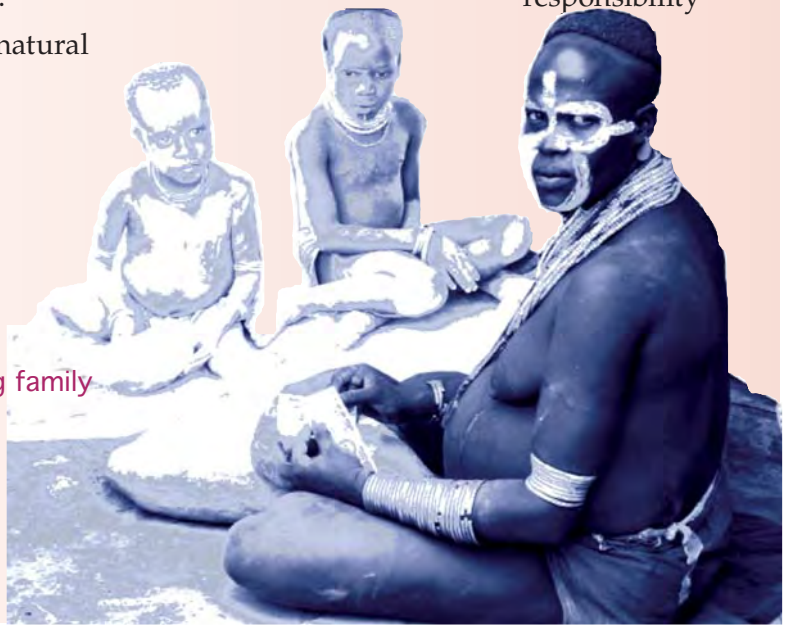
What you will learn

You will:

- recognize the essence of responsibility.
- understand the significance of our natural resources and cultural heritage.
- appreciate the problems posed by HIV/AIDS.

Key words and concepts

- Accountability
- Artefacts
- Constitutional responsibility
- Historical/ Cultural Heritage
- HIV/AIDS
- Natural Resources
- Personal Responsibility
- Responsibility
- Responsibility to preserve our historical/cultural heritage
- Responsibility to preserve the natural environment
- Social responsibility



Mother having responsibility for a growing family

LESSON 1

What is Responsibility?

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

- define what responsibility is.
- differentiate between personal and group responsibilities.
- list sources of responsibilities.
- execute your responsibilities.

What responsibilities do you have towards your family, friends and school?

List some of them.

Responsibility can be defined as having a duty of looking after someone or something and taking the blame if things go wrong.

Responsibilities can be personal or group. Personal responsibilities are those which a person is doing for his own good and for the good of society. This may lead to social acceptance. Managing yourself in the proper way is the foundation for all other responsibilities you have in society. Every person has different roles to play because he/she occupies different positions and performs different activities in society. At home, you are a member of the family and your parents might expect you to do some tasks such as doing your homework, studying and helping with household activities. These are your personal responsibilities. Your parents have their own responsibilities towards you. They have to support and help you to be a good student and citizen. They have to provide your clothing and books as well as moral support. These are their parental responsibilities.

When you are in school you have different types of responsibilities. Since school is a place of learning there are rules and regulations set by the school administration to govern the behaviour of students. When you are in the school compound you have a personal responsibility to respect the rules. Such responsibilities include getting on with your own classmates and other students, obeying orders from your teachers and other staff. You are responsible for keeping the school premises and property free from damage.

The range of your personal responsibilities extends beyond your school. In the community where you live you have some roles to play. You have the responsibility to participate in certain tasks. One of your responsibilities could be to actively participate in a weekly or monthly sanitation program. Your personal responsibilities are conditioned by circumstances. You may travel a long distance to and from school. You have the responsibility not to misbehave and not to litter the paths on this route.

In addition to personal responsibilities, you have group responsibilities. This is the responsibility you have towards a group you belong to — a responsibility shared among all group members. Your group responsibilities are

What is Responsibility?

related to your personal responsibilities. One who fulfills his/her personal responsibilities should have no problem accomplishing his/her group responsibilities.



Students on flag raising ceremony at school

Your group responsibility starts with your own family. As a member of the family you contribute to the well being of the family. You have a group responsibility to make sure that your family property is kept properly. The group responsibility you have at home is that which you share with family members. The same can be said in school. You have group responsibility in class to ensure the teaching-learning process works smoothly. You share this responsibility with students of your section. If you are a member of a HIV/AIDS club, you have a group responsibility to raise HIV/AIDS awareness among students.

Copy this table. Discuss and list on the copy some of your responsibilities.

	Personal Responsibilities	Group Responsibilities
1	Home chores	Cleaning the school
2		
3		
4		
5		

CASE STUDY

A day at school

Saron is a student at a high school. Everybody knows her because she is active. She is a member of the mini-media club at school. She always has interesting stories to present to the students in the school. The stories she tells raise awareness and help develop a sense of individual and group responsibility among the students.

During a campaign to clean the school compound, she saw her own classmates, Haile, Dugasa, Tenkir and Haimanot, hiding in a corner to avoid joining in the sanitary activity. She went to them to ask why they were behaving this way. They told her that cleaning the school compound was not their job. She told them that to join in such an activity is good for them. After discussing for few minutes, they agreed to join in with everybody else. At last Saron was happy and thanked them for their decision to join in and do their part.

What is Responsibility?

Debate group responsibilities in class. Are you for or against helping to keep the school clean? What are you 'for' and what are you 'against'?

Sources of Responsibility

There are many and different types of responsibilities. They arise from different sources. These may include promises, appointments, occupations, moral principles, citizenship and law. When you make a promise to your friend, you have a responsibility to keep it. Making an appointment imposes on you the responsibility to appear on time. When your teacher gives you homework, you have the responsibility to complete the work.

Different types of **occupations** give rise to different responsibilities. For example, if you are a teacher, you are responsible for teaching your students properly. If you are going to be an engineer you will have the responsibility for designing and constructing strong roads and buildings which serve for a long period.

There are responsibilities that arise from the **customs and traditions** of society. You have to respect them. When you are in a different society, you are also responsible for respecting the customs and traditions of that particular society. If you offer an old woman your seat on the bus, it is one way to follow local custom.

You have the legal responsibility not to break the **law**. Your parents may be farmers, government employees or owners of private businesses. They all pay tax because it is one of their responsibilities as citizens.

Moral principles are also source of responsibilities. In societies, there are behaviours which are considered as good or bad, right or wrong. For example, honesty and truthfulness are accepted as **good behaviour**. Telling lies is bad behaviour. As a student you know you must not copy exam answers from other students. This is **dishonest behaviour**.



A teacher responsible for her class

What is Responsibility?

Copy this table. Form groups and discuss and fill out your responsibilities on the copy. Some examples are provided.

Sources of Responsibilities

	Promise	Customs	Law	Morals
1	Keeping an appointment	Respecting elders	Not damaging school property	Not stealing
2				
3				
4				
5				

CASE STUDY

Failing to keep a promise

Kuse borrowed some money from Askale and agreed to pay it back within 30 days. Askale gave it to him in front of Kuse's own friends.

However, Kuse failed to give back the money he had borrowed within the agreed time. He complained to the witnesses who insisted he should keep his promise and give back the money he had borrowed. He was unwilling to do so. So Askale took the case to the court. At last, Kuse paid her with fines after the court decided that he was guilty.

Form groups to discuss the types of responsibility Kuse had.

REMEMBER

- Responsibility is the act of imposing on a person something he should do.
- Every person has personal and group responsibilities.
- Personal responsibilities are those which a person is doing for his/her own good and for the good of society.
- Group responsibility is what you have toward groups to which you belong.
- Promises, appointments, occupations, customs and traditions, moral principles, citizenship and law are all sources of responsibilities.

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LESSON 2

Personal, Social and Constitutional Responsibilities

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

- describe the various responsibilities that an individual has.
- uphold your responsibilities in every walk of life.

What are some of the personal, social and constitutional responsibilities that you have in class, at home and in the community?

In the previous lesson, you learnt about responsibility in general and what personal and group responsibilities are. You also examined the different sources of responsibilities. In this lesson, you will learn more about personal, social and constitutional responsibilities.

As a student, most of your personal responsibilities are closely related to doing well in your studies. So you have to listen attentively to your teachers and actively participate in class. You have to listen to your classmates when they express their views and they should listen to you when it's your turn.

At home you have the responsibility to respect your parents. You have to keep yourself, your belongings and your room clean and tidy.

Different people have different responsibilities. A teacher and a nurse do not have the same responsibilities. A farmer and a factory worker do not have the same responsibilities. The nurse has a responsibility to take care of patients and the farmer is responsible to take care of his farm and animals.

Different occupations determine the type and extent of personal and social responsibilities required. A person can have many responsibilities.

Generally, to be responsible means to behave in a proper way under different circumstances. When you lose your lunch box in school, you have the responsibility to tell your parents. You have to take care of yourself and think about the consequences of your own actions. This is part of your personal responsibility which includes showing respect to the privacy and property of others.

As a member of society you share responsibilities with others. This is part of your social responsibilities. It means doing things which help society. This may require making your personal interests subordinate to those of society. If you always promote your personal interests but not the social interests, you will become selfish. Therefore, you need to keep a balance between your personal interests and the social interests.

The community leaders in your kebele might ask you to appear early next morning to do some work with other members of the community. You might have arranged to go out with a friend for

Personal, Social and Constitutional Responsibilities

a long walk. In such circumstances you have to give priority to the community interest. This is part of your social responsibility.

As a citizen, you also have constitutional responsibilities. You have the responsibility not to violate the Constitution and other laws of the country. This may include respecting the languages, religions and other cultural traits of the people. You have the responsibility to defend and promote the values of democracy.

The respect you give to the rights of others, upholding the value of tolerance and diversity, could be taken as fulfilling your constitutional responsibilities as a citizen.

Copy this table. Form groups to discuss and list on the copy some personal, social and constitutional responsibilities you have. Some examples have been provided.

	Responsibilities		
	Personal	**Social**	**Constitutional**
1	Doing homework	Keeping locality litter free	Not participating in an unlawful activity
2			
3			
4			
5			

CASE STUDY

Paying tax — a citizens' constitutional responsibility

Ato Alkela Gotorro owns a small shop in a town outside a regional state's capital city. He earns enough to keep his family of four. His two children are students. His wife is responsible for all the housework. Every time tax collectors come from the city, he takes some of the goods off the shelves of his shop and hides them. He does this to evade paying the right amount of tax. The tax collectors never suspect that he does this. In doing so he commits a serious crime.

Do you think that Ato Alkela Gotorro must be punished even though he owns a small shop? Is evading paying tax the right thing to do? What would you do if individuals in your area were doing the same? Discuss.

Personal, Social and Constitutional Responsibilities

Copy this table. Put a tick mark on the copy to show the sources of payment.

	Money paid to:	Paid from taxpayers' money	Paid from other sources
1	Teachers' salaries		
2	Soldiers' salaries		
3	Private company workers' salaries		
4	Domestic workers' salaries		
5	Ministers' salaries		

REMEMBER

- Different persons have different responsibilities.
- Different occupations determine the type and extent of personal and social responsibilities.
- To be responsible means to behave in a proper way under any circumstances.
- You need to keep a balance between your personal interests and social interests.
- Your personal responsibilities include showing respect to the privacy and property of others.
- You are responsible not to violate the Constitution and other laws of the country.
- You have the responsibility to defend and promote the values of democracy.

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LESSON 3

Natural Resources and our Historical and Cultural Heritage

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

- define what natural resources and historical and cultural heritage mean.
- protect our natural resources and our historical and cultural heritages.

- What do you understand by natural resources?
- Can you name some examples of Ethiopian historical and cultural heritages?

We live in an environment that supports our life. In our environment, there are natural resources on which we depend for our living. Natural resources include plants, animals, rivers, lakes, forests, etc. Minerals such as gold and oil are found under the surface of the earth. These are also part of our natural resources. There are different species of plants and animals in our country. Some of these species are found only in Ethiopia. Among the species found in the country, some are destroyed due to uncaring activities of the people. In order to protect and preserve the environment, we have to use our resources in a responsible way.

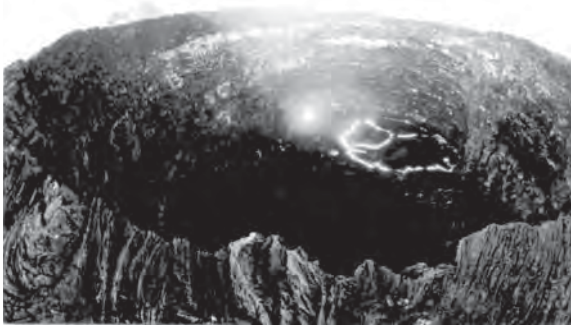
When we do not use our resources properly, it makes life difficult. We have to preserve our forests. We have to replant them when we cut them down. Ethiopia suffers from repeated drought and famine because the forests have been destroyed. One of our responsibilities is to protect



Deforestation in Ethiopia

and preserve the natural resources of our country. Caring for natural resources will help advance the development of our country. You have a responsibility to play a role in this regard.

Some families in Ethiopia celebrate Christmas in the ways that Europeans and American do. They decorate fir trees in their homes. Everything



Ertale volcanic area

Natural Resources and our Historical and Cultural Heritage

looks beautiful. Families in Europe and America have been doing this for generations because it is part of their culture and tradition. Even if this way of celebrating Christmas is taken as a personal matter, due respect has to be given to the resources to ensure that nothing is destroyed.

The FDRE Constitution in Article 92 (4) states:

Government and citizens shall have the duty to protect the environment.



The wildlife of Ethiopia is diverse

Natural Resources and our Historical and Cultural Heritage

Copy this table. In groups discuss and list on the copy some of the natural resources in your surroundings. Some examples are provided.

	Plants	Animals	Minerals
1	Kosso tree	Menelik's bushbuck	Gold
2			
3			
4			

CASE STUDY

The village and the shrinking forest

In a small village, in southern Ethiopia eight families live together. Near their village there is a big natural forest. The villagers cut trees to build new huts, fences and for cooking. Due to this, the forest was shrinking quickly.

One man who was very concerned about the situation, called the villagers to a meeting. The young people in the village were also called to join in. The person stood up in front of the villagers to ask what they should do about the shrinking forest. After a long discussion he proposed that all the villagers should stop cutting down trees. However, some strongly opposed his idea. They said that they cut trees for firewood. They challenged him about how they could live otherwise.

A Grade 9 student from the nearby town, who had come to visit his parents, was also in the meeting. He expressed his opinion saying, "Cutting trees is not good. You are not going to get rain. That is what I have learnt in school. It is better to stop cutting and start planting more trees."

Everybody listened to him carefully. They were amazed by his ideas and took them seriously. Finally they agreed to do the following:

- Buy kerosene stoves for cooking;
- Cut as few trees as possible, just enough to bake bread and injerra;
- Replant the forest in consultation with the agriculture extension workers;
- Use home made technology to economically use firewood for baking injerra and cooking;
- Plant eucalyptus trees within each family compound for construction and fire wood use;
- Build dams and tanks to store water for the dry season.

Copy this table. Form groups to discuss the ways that preserving forests and planting trees help the environment. List on the copy some in the table below. Some examples are provided.

	Benefits of preservation	Benefits of replanting
1	Wildlife is not disturbed	Protection of soil from erosion
2		
3		
4		

Natural Resources and our Historical and Cultural Heritage

Our Historical/Cultural Heritage has been built up over a very long time. For example, the Konsos have settlements unique in Ethiopia. These settlements are part of our cultural heritage. The Konsos have lived not in separate villages but in town settlements for hundreds of years. They have wonderful terracing walls made of stone to control erosion of farm lands. UNESCO has rewarded them for their unique efforts. The monuments of Axum, the monolithic rock churches of Lalibella, the castles of Gondar and the caves of Shek Hussein are all part of our heritage. Our heritage belongs to all Ethiopians. You have to protect these heritages from destruction. In doing so, you can help tourism to develop and Ethiopians benefit well from this.

Tourism helps to develop the handicrafts industry. Many visitors buy wood carvings which symbolize the monuments of Ethiopia or other art works. People engaged in woodwork, painting and stone carving sell their crafts to tourists and make a living. In Ethiopia, tourism is a good source of income for those who develop such skills.



Monuments of Axum



Monolithic Rock churches of Lalibella



The Konso settlements



Dorze dancer

Natural Resources and our Historical and Cultural Heritage



Mursi family



Hamer man



Alabo man

Ethiopia — a land of colourful culture

Copy this table. Form groups to discuss and suggest on the copy ways of preserving historical/ cultural heritages and ways of promoting tourism. Some examples have been provided.

	Ways of preserving historical/ cultural heritage	Ways of promoting tourism
1	Protecting the environment	Advertising local sites of historical interest
2		
3		
4		

CASE STUDY

Caring for our Historical/Cultural Heritage

Grade 9 students of a high school in Addis Ababa visited the National Museum to find out about our historical and cultural heritage. They were received by the museum staff and walked through the different parts of the museum to visit the artefacts. They were happy to see their country's heritages and motivated to find out more about their country.

The next day, the teachers discussed with their students what they had learnt from their visit. The teachers emphasized that their visit was possible because their cultural heritage was protected and preserved in the museum. They told the students that they had a responsibility to protect this heritage for others.

Then one of the students stood up and told a teacher and his classmates that he and his friend had taken one small piece out of the museum. He admitted that they had realized that it was a wrong act but they

Natural Resources and our Historical and Cultural Heritage

were afraid to say anything until now. The teacher appreciated their decision to confess and advised them never to do it again. Finally he told his students that our cultural heritage is the national identity of all Ethiopians. We all have to protect and preserve it for future generations. So the stolen artefact had to be returned.



The National Museum in Addis Ababa

- Discuss what you may have seen on a visit to the National Museum.
- Discuss what difference you think it would make to our cultural identity if these artefacts were not well protected.
- Is there a museum in your area? Have you ever visited it? If not talk to your teacher to facilitate a visit.

Copy this table. Form groups to discuss and list on the copy some of the historical/cultural heritages in your surroundings. Some examples are provided for you.

	Ancient constructions	Places of worship	Manuscripts/ books	Monuments	Cultural groups
1	Axum obelisks	Sheik Hussein	Kebre Mengist	Victory monument	Karo people
2					
3					
4					

REMEMBER

- We depend on the environment for our life.
- We have to use natural resources in a responsible way.
- Protecting our natural resources and heritage helps the promotion of tourism and preserves our culture.
- Our historical and cultural heritage has been built up over a long time.
- The droughts, famines and floods seen in Ethiopia are, in part, the outcomes of activities motivated by selfish interests of individuals.
- Preserving forests cools the climate, increases the amount of wild life, improves soil fertility and allows more and wider rain distribution.
- You have a constitutional obligation to preserve the natural and historical resources of the country.

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LESSON 4

Responsibility to Combat HIV/AIDS

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

- define HIV/ AIDS.
- protect yourself from the pandemic of HIV/ AIDS.
- give the necessary support to HIV/AIDS victims.

- What do you know about HIV/AIDS?
- Do you know any person who has HIV/AIDS?
- How could you help HIV/AIDS victims if you join the club in your school?

HIV/AIDS is a disease that has killed millions so far. It is mainly a sexually transmitted disease which has spread throughout the world.

Ethiopia is one of the countries seriously affected by this disease. HIV stands for Human Immuno Deficiency Virus. AIDS stands for Acquired Immune Deficiency Syndrome. In your own family or community, you might have seen people with HIV/AIDS. It has affected all sections of society. People living in cities and towns and those who live in the countryside are affected by HIV/AIDS. This shows how widely the disease has spread. It creates serious health and social problems, especially for poor countries like Ethiopia. You have to be aware of this disease in order to protect yourself and live a healthy life. As a citizen, you have to care of yourself and also help others to avoid HIV/AIDS.

A person is infected with the HIV virus first. When this happens, the person who has contracted it does not know that they are ill as they will feel fine. Eventually he/she becomes ill with AIDS as the virus begins to affect the body.

Some people are unaware as to how HIV/AIDS is transmitted. It spreads among those who inject drugs and among those who have unprotected sex with many partners. The HIV/AIDS club in your school has the responsibility to teach students how to avoid the disease. A blood test helps you to find out whether or not you have the virus. The HIV/AIDS club can arrange for students to take a voluntary blood test.

Victims of HIV/AIDS need your support. You should not discriminate against them. You cannot catch HIV/AIDS by sitting beside somebody who is infected. It is safe to shake hands with HIV/ AIDS sufferers. If any of your friends have HIV/ AIDS, they are still your friends. You should not avoid them. Stigma and discrimination do not help to stop the disease. On the contrary, if a person does not talk about having HIV/AIDS, people will not learn about it and this will contribute to its spread. It is immoral and illegal to spread HIV/ AIDS. As a citizen, you have the responsibility to help victims and not to discriminate against them. although you should avoid touching blood if a HIV/AIDS victim has a cut. You can help victims by joining the HIV/AIDS club in your school.

Responsibility to Combat HIV/AIDS

Copy this table. Form groups to discuss and list on the copy the methods of transmission of HIV/AIDS, combating it and what you can do to help victims.

	How HIV/AIDS is transmitted	How to combat HIV/AIDS	How victims can be helped
1	Through blood transfusion	Avoiding unsterilized needles	Providing moral support
2			
3			
4			
5			

CASE STUDY

A brave man who helped society



Zewdu Getachew was the first male person in Ethiopia to admit in public that he was an HIV/AIDS victim. He gave interviews on national television and radio and told the public that he had many sexual partners. He did not have safe sex with them, because he never used a condom. After a blood test, he knew that he was already a victim of HIV/AIDS. He told the public that he had found it difficult to admit to his condition. Finally he became strong enough to make it public. He set a good example for others to follow. He faced discrimination because the level of awareness of the public was low at that time. Then he established an NGO that works to help victims of HIV/AIDS. Today, following his example, there are many HIV/AIDS victims in society who teach other people how to protect themselves against having HIV/AIDS.

Discuss the following questions.

- Do you support Zewdu's decision to expose himself to the public? Why?
- Is a blood test necessary to discover whether or not you have HIV/AIDS?
- Has the public benefited from victims' decisions to be honest about their status?
- What would you do if somebody whom you knew to have HIV/AIDS was having unprotected sex with different people?

Responsibility to Combat HIV/AIDS

REMEMBER

- HIV/AIDS is a disease that has killed millions so far.
- HIV/AIDS is a sexually transmitted disease.
- Ethiopia is one of the countries seriously affected by HIV/AIDS.
- As a citizen you have the responsibility to help victims of HIV/AIDS.
- You have to avoid discrimination against HIV/AIDS victims.
- Many sexual partners and unprotected sex spread HIV/AIDS.
- It is immoral and illegal to spread HIV/AIDS.
- It is safe to shake hands with HIV/AIDS sufferers.
- Avoid touching blood if an HIV/AIDS victim has a cut.

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UNIT SUMMARY

Responsibility is a duty or obligation. There are different kinds of responsibilities which arise from different sources. They include promises, appointments, customs, moral principles, the Constitution and other laws. You have a duty to execute your responsibilities emanating from the different sources.

Responsibilities can be personal, group, social and constitutional. Individual responsibilities include doing well for yourself and doing your part when you are involved. Group responsibilities are shared by group members. Your constitutional responsibilities arise from what the constitution requires you to do. You have a responsibility to protect and preserve the natural resources and the historical/cultural heritage of your country. You have the responsibility to respect the rights of others. These are part of your constitutional responsibilities as well. You also have the responsibility to combat the spread of HIV/AIDS by avoiding the infection. You are responsible not to discriminate HIV/AIDS victims. It is one of your responsibilities to help and support victims. This is one way of combating HIV/AIDS.

GLOSSARY

Accountability:	Having the responsibility of explaining your actions.
AIDS:	Acquired Immune Deficiency Syndrome.
Artefacts:	Historical remains, *e.g.,* pottery, jewellery, sculpture which has been found and is kept in a museum.
Constitutional Responsibility:	The responsibility that arises from the provisions of the constitution and that individuals and groups have to respect.
HIV:	Human Immuno Deficiency Virus. You get this virus first and it develops into AIDS.
National Responsibility:	This is the responsibility that citizens have to their country. This could be responding to national emergency calls.
Personal responsibility:	The responsibility individuals have towards themselves and others.
Responsibility:	The state of being responsible, accountable or answerable.
Responsibility to preserve our historical/cultural heritage:	The responsibility that government, society, the individual and institutions have to protect our historical and cultural heritage.
Responsibility to preserve the natural environment:	The responsibility that government, society, the individual and institutions have to protect our habitat from further destruction.
Social responsibility:	The responsibility which individuals have towards a group, their community or society.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which one of the following is not a natural resource?
   (*a*) the Red Fox in Bale Mountains National Park
   (*b*) the elephants in Mago Park
   (*c*) the Walia Ibex in Semien Mountain National Park
   (*d*) the monuments of Axum
2. Responsibility means:
   (*a*) to be careless
   (*b*) to be careful and do the best you can for yourself and the community
   (*c*) to do things which spread HIV/AIDS
   (*d*) to misuse natural resources
3. Which one is not a historical/cultural heritage?
   (*a*) the castles of Gondar
   (*b*) Susenios Castle
   (*c*) Lake Chamo
   (*d*) the towns of Konso
4. Combating HIV/AIDS is the responsibility of:
   (*a*) the government
   (*b*) the school administration and students
   (*c*) communities
   (*d*) all

Part II – True or false

1. It is acceptable to come to class without doing your homework.
2. Looking after ourselves is a social responsibility.
3. Promoting the common good is necessary for community life.
4. Protecting natural resources helps development.
5. Our historical/cultural heritage promotes tourism when it is well maintained.
6. As a young student, you have no responsibility to combat HIV/AIDS.

Part III – Short answers

1. State some of your personal responsibilities.
2. What is social responsibility?
3. What is the difference between personal and social responsibility?
4. State some of your social responsibilities.
5. What is your responsibility to combat the spread of HIV/AIDS?

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Unit 7
Industriousness

Introduction

You have discussed the concept of responsibility in the previous unit. This unit will examine the importance of working hard and being on time. It will deal with the reason why it is important to work. It will also examine different economic systems and work ethics.

Lessons

1. Work Hard and be on Time
2. The Importance of Work
3. Economic Systems
4. Work Ethics

What you will learn

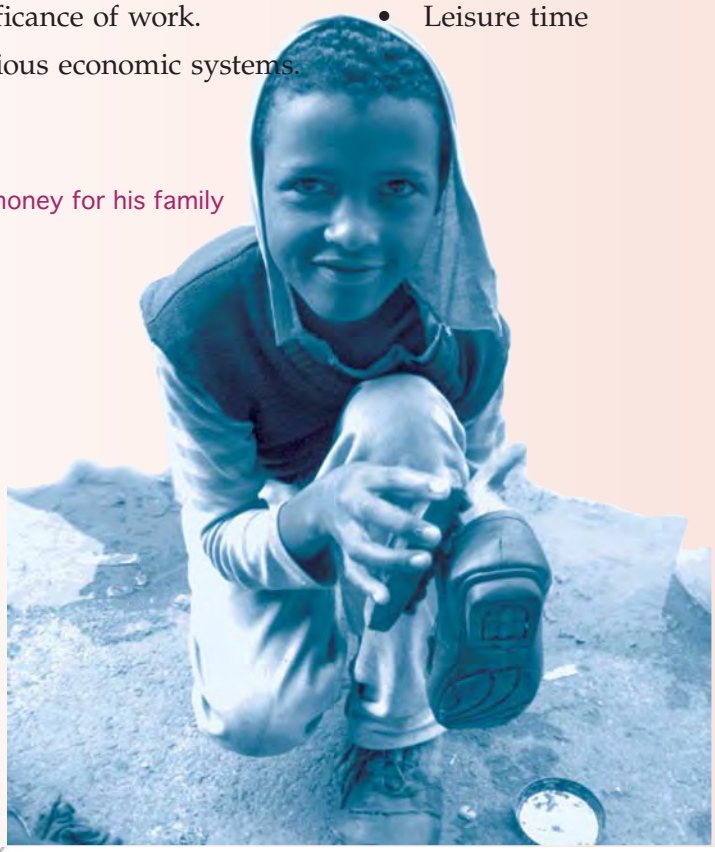
You will:

- recognize the significance of work.
- understand the various economic systems.

Key words and concepts

- Blue collar workers
- Career
- Demand and supply
- Economic system
- Honesty
- Initiative
- Job
- Leisure time
- Loyalty
- Needs and wants
- Productivity
- Punctuality
- White collar workers
- Willingness to learn
- Work ethics

Shoeshine boy earning money for his family



LESSON 1

Work Hard and be on Time

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

- define what is meant by work.
- explain the purpose of work.
- identify positive attitudes towards work.

- Why do you think people work? Is it only about earning money?
- Why do you think it is important to be on time?

Discuss these two questions as a class.

You **work** to produce something useful. People first worked so they could eat. Because of this, they need to spend a lot of time working. You will get paid for doing work/job and others will benefit from what you produce. Work makes your life better.

You must respect all kinds of work. Some jobs in factories involve manual labour and a lot of energy and people who work in these jobs are called **blue-collar workers**. People who have jobs that don't involve manual labour and who work in offices are called **white-collar workers**. If you develop a skill in your work, that is called your **career**.

Work can be very satisfying if you do it well. It is not just about money. A doctor or nurse is very satisfied when they see patients get better. A builder is satisfied when he or she sees the finished house. A hairdresser is happy when he or she sends the customer away happy. However, respect for work also means being on time. This is called **punctuality**.

CASE STUDY

In a small clinic in Addis Ababa Dr. Bruck was trying to save a life of a woman named Semira who was about to give birth. At 8:55 in the morning Dr. Bruck announced that there was a problem with the birth and that they needed to give Semira an operation. So the nurses rushed Semira to the operating room. While they were preparing for the operation they realized that Martha, the nurse who gives the anaesthetic (a medicine people take so that they won't feel pain during an operation) was not there.

Although Martha should be at work at 8:30, she did not get there until after 9:00. She was **late**. The doctor insisted that if they waited for her any longer Semira might die.

Martha is often late. Because of this she always quarrels with Dr. Bruck. He has talked to her about it but she has not changed. She still comes late.

Work Hard and be on Time

Discuss

- What do you think about Martha's lateness?
- What do you think could happen if Martha doesn't get to work on time?
- What do you think Martha should do?
- Have you ever been late for something important? What happened?
- Name some jobs where the effect of being late would be very serious.
- Name some jobs where you produce something and some jobs where you offer a service.
- Do you think you will feel happy and satisfied if you sit at work all day doing nothing?



A group of blue collar workers on a building site

REMEMBER

- Work is for the purpose of producing something.
- Those involved in manual work which requires a lot of energy are called blue collar workers.
- Those who work in non-manual jobs are called white collar workers.
- A career is the skilled work you develop over a long period, *e.g.*, teacher, doctor, scientist, engineer etc.

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LESSON 2

The Importance of Work

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

- describe the importance of work.
- be industrious and have good work ethics.

- Do you think work is important? If so why?
- Do you think that you can enjoy work?
- How? Discuss these questions.

You have many needs and wants. **Needs** are the necessities for survival such as food, clothing and shelter. You also **have** other requirements that make you more comfortable, like entertainment. In order to have these things that you need and want, you have to work. But you always have to fulfill your needs before you can have your wants.

Work is very important both for the person who is working and for everybody who benefits from the fruits of the work. You should also be proud of your work. You have to know that it is when you work that you can get job satisfaction-a reward for a job well done. This is called **self-fulfillment.**

When members of a community work, the community continues to be successful because of the work done by members. After long hours of work you have to take rest. You need to do this because it is good for your health. Rest also helps you to be energetic and ready to work the next day. You can also take a vacation for a few days to rest and enjoy yourself. This is called **spare time** or **leisure time**.

CASE STUDY



Henry Ford was born in a town called Dearborn in the United States of America in 1863. At the age of 16 he got a **job** as an assistant to a machinist. Even at this early age Henry Ford wanted to make a car that an ordinary American farmer could buy. After **working** in his **spare time** for years he was successful in making his first car. Then, in 1903 he started the Ford Motor Company and built a big factory. The company still makes Ford cars to this day all over the world. Until his death Henry Ford was one of the wealthiest men in the United States of America. He built his business from nothing, because he worked hard. A person who invests something new or who develops an idea from which he or she can build a business, is called an entrepreneur. Henry Ford was a very successful entrepreneur.

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The Importance of Work

Discuss in groups

- Do you think that it was good that Henry Ford worked hard, even in his spare time, to build his first car?
- Do you think what Henry Ford did was beneficial for him? In what ways?
- Do you know any entrepreneurs in your community?

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LESSON 3

Economic Systems

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

- explain the different economic systems.

➢ Do you have any idea what economic systems are?

An **economic system** is a system by which we produce and distribute the commodities and services we need in life. These are either goods, like food, or services, like telecommunication and those you get when you go to the banks, hospitals etc. In other words, the country's economic system is a set of principles by which we use our resources in the most productive way. The term we use for needs and wants is called **demands**.

There is also a supply of resources which we use to satisfy our demands. Our demands are unlimited but the supply of what we want and need is limited, particularly where resources are scarce. Therefore, we have to find a way to **balance** our demands with our supply. This is done through the economic system.

Command/Planned Economic System

There are different types of economic systems. In some countries decisions on what is going to be produced and how it is going to be distributed are made centrally by the government. This is called the **Command Economic System** or the **Planned Economic System**. In other words, the government decides what will be produced, who will produce it, how it will be produced and how it will be distributed among the people. This is a system used in socialist countries.

Free Market Economic System

On the other hand, the **Free Market Economic System** gives the freedom of producing, and distributing goods and services to the individuals. Any individual can produce and sell the goods and services that he/she believes will earn him/her a good reward. Therefore, if a lot of people want these products, the reward for the individual will be high. If no one wants them, then there will be no reward for the individual. Through competition businesses are forced to work harder and we, the consumers, get a better service. Those who work for the state and think that they will be paid, no matter what they do, may become unproductive.

Mixed Economic System

There is another system which is a mixture of the two economic systems. This system is called a **Mixed Economic System**. In this third system, individuals decide what to produce and how it is distributed. However, this is in line with the priorities which include services that are essential to the people. Therefore, the government has a part in deciding what to produce and how to distribute it. It may offer incentives for people to invest in certain industries if it thinks that they will benefit the country.

Economic Systems

CASE STUDY

The Chinese and the United States' Economies



Flag of China



Flag of the U.S.A.

For a very long time the Chinese had a command economic system. The government decided what was to be produced, how it was produced and how it was distributed. The government also took what the farmers produced and decided what the price was for that product. Individuals were not allowed to be owners of big companies.

In the United States it is the individual that decides what he/she thinks people want. By producing what the people want it is possible to become rich. So it is the people and market that decide what should be produced, how it is produced and how much it costs. There is more choice if companies compete against each other. But there is also a risk for the owner of the business as he or she has to work out what to produce. In order to identify what the market wants, the business needs to undertake market research.

Form two groups in the class and compare the workings of command and market economies in terms of answering questions.

Steps	Group 1	Group 2
	Command Economy	Market Economy
Step 1	One student is nominated	All questions are given to all the members of the group by the teacher
Step 2	The nominated student distributes questions to members of the group.	Each member chooses which question to work on his/her own
Step 3	Members take 10 minutes to answer the questions	After 10 minutes each member submits the answers to the teacher
Step 4	Give the answers to the nominated student	Each student is given marks according to the question she/he chose to do
Step 5	After the answers are corrected, the nominated student distributes the marks equally to all members	

Economic Systems

Discuss

- Try to describe the features of the activity undertaken in each group?
- How are the two groups similar and how are the two groups different?
- Which one of the activities do you think will benefit the members of the group?

Discuss

- What do you think about the different types of economic systems?
- Which system do you think is better?

Globalization

Today people of the world are coming closer to each other. Compared to the past, people these days share similar cultures and they consume goods and services produced in different parts of the world. This phenomenon is called globalization. Globalization is a process that has been increasing over time. The development in transportation and communications technology has helped people to communicate more and share lots of ideas and products. A young man living in Africa wears trousers made in China, a t-shirt made in Europe and plays with a toy made in the U.S.A. This is part of globalization.

Globalization has both positive and negative impacts. The fact that people have more choice to consume products is a positive impact. However, because of globalization, some cultures are perishing. This is a negative impact.

REMEMBER

- An economic system is a system which we use to decide how we will produce and distribute goods and services.
- There are three different types of economic systems.
- Under a Command/Planned Economic System the government decides what is going to be produced and how it is going to be distributed.
- In a Free Market Economic System individuals decide what is going to be produced and how it is distributed.
- A Mixed Economic System is a mixture of these two types of economic systems where the government has an economic policy and gives some guidance.

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LESSON 4

Work Ethics

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

- describe work ethic.
- act in an ethical way in your school and class activities.

➢ What do you think 'work ethic' means? Discuss this with your class

Ethiopia is one of the countries which are backward or under-developed. One of the reasons for this is the low level of work ethic of its people. In order for your country to catch up with other more developed countries you have to work very hard. In order to work hard you need to have a **work ethic**. If you do not develop the required work ethic, Ethiopia will remain backward and the people will stay poor.

CASE STUDY

Even when he was a child, Warren Stanley spent many Saturday afternoons at his neighbours helping them with work in their house. When one of his neighbours needed support, he and his family were there helping. Until he was 18 year old he always did this. This helped him to develop a work ethic. Warren Stanley became very successful. He worked very hard in his job and has his own company now. He is also a member of the board of directors of six institutions. Being a board member for six institutions takes up a lot of time but Stanley is very dedicated and spends most of his time working. By doing this he has benefited himself, his family and his community.

Source: Minneapolis Business Journal, January 7, 2005

Discuss

➢ How did Stanley develop a work ethic?

You will have a good work ethic if you can follow these principles:

Punctuality: This means arriving at work on time. You are paid for your time. You need to be there to get all your work done.

Honesty: Honesty at work means spending working hours and resources totally on work. Some people spend too much time talking to their friends over tea and coffee. When you are employed, you agree to spend all your working hours on work. You do not take things from the office like pens or paper. That is dishonest.

Willingness to learn: This means understanding the way things are done at your work place and trying to do it better. Any person, however experienced, will learn new things as time passes. So, you have to be willing to learn so that you can do a better job.

Work Ethics

Initiative: This means being prepared to see what needs doing and to do the work without always being asked or told to do it. When you finish a piece of work and see something else that needs doing, you have to take the initiative. This helps to get more work done.

Loyalty: It is important always to support your employer and do what is best for the growth of the organization.

Maximizing Productivity: This is the ability to do high quality work faster and efficiently. Some workers produce good quality but they are slow. Others work quickly but the quality of the work is poor. You need to do your best.

Discuss

Copy this table in your exercise book and try to rate yourself. Put a tick against the right description for you. How can you improve your performance if it is not good or excellent?

Name				
	Bad	Fair	Good	Excellent
Punctuality				
Honesty				
Willingness to learn				
Initiative				
Loyalty				
Hard worker				

REMEMBER

- Having a good work ethic is very important for being effective at work.
- Having a work ethic also helps your personal development.
- Having a work ethic means being punctual, honest and loyal. It also means taking the initiative, maximizing productivity and having the willingness to learn.

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UNIT SUMMARY

In this unit, you have seen the importance of becoming industrious or hard working. You have discussed the importance of working hard and developing the habit of getting to work on time. You also saw that having a good work ethic is important if you are to get the maximum benefit from the work you do. You have seen the three economic systems. The command economic system is one where all economic decisions are made by the central government. The market economic system is one where the people are free to make economic decisions. And finally, the mixed economic system is a mix of both the command and market economic systems.

GLOSSARY

Blue collar workers:	Those workers involved in jobs that require manual labour and a lot of energy.
Career:	The skilled work which a person develops over a period of time.
Command Economic System:	An economic system where the government decides what is going to be produced and how it is distributed.
Demand:	The products which we need and want in life.
Economic System:	A system by which we produce and distribute the things we need and want.
Entrepreneur:	A person who sees a good opportunity for a new business and works hard to make it grow. Entrepreneurs are very important for the economy.
Free Market Economic System:	An economic system where individuals can decide what to produce and how to distribute it.
Honesty:	Spending working hours and resources on work.
Initiative:	Doing what needs to be done without being told to do so.
Leisure Time:	Time after work spent on rest and other activities.
Loyalty:	Supporting your employer and doing what is best for the organization.
Mixed Economic System:	An economic system which is a mixture of the command and market economic systems.
Needs:	Necessities which are important to survive like food, clothing and shelter.
Productivity:	Doing high quality work as quickly and efficiently as possible.
Punctuality:	Being on time.

Supply:	Resources we use to satisfy our demands.
Wants:	Requirements to better our lives and provide comfort but which we do not need.
White collar workers:	Workers involved in jobs that don't require manual labour and a lot of physical energy.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. ..... is to produce something useful.
   (*a*) job (*b*) career
   (*c*) work (*d*) time
2. ..... is worker with a job involving manual labour.
   (*a*) blue collar worker
   (*b*) career
   (*c*) white collar worker
3. ..... is a worker with a job not involving manual labour.
   (*a*) blue collar worker
   (*b*) career
   (*c*) white collar worker

Part II – True or false

1. Needs and wants are the same
2. A command economic system is where economic decisions are made by the people.
3. Initiative means taking decisions by oneself.
4. Punctuality means arriving at work on time.

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Unit 8
Self-Reliance

Introduction

In Unit 7, you learnt that work is important to you and your country. People should work hard to help themselves and others. But there are some people who depend upon others for money, food or other things. They also depend on others to make decisions. These people are not self-reliant. This leads them to develop the habit of dependency. In this unit, you will learn how to avoid dependency, become self-reliant, and a good decision maker.

Lessons

1. What is Self-reliance?
2. Dependency
3. Decision Making

Key words and concepts

- Capital
- Decision
- Dependency
- Independence
- Micro-finance
- Self-esteem
- Self-reliance
- Self-respect

What you will learn

You will:

- be familiar with the meaning of self-reliance.
- recognize the meaning of dependency.
- appreciate the importance of decision-making.



A self-reliant disabled person

LESSON 1

What is Self-reliance?

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

- define self-reliance.
- explain aspects of self-reliance.

- Which one of these people is trying to be self-reliant? Why?
- Do you think giving some coins to beggars (who are healthy) can help them to be self-reliant?



A young person begging



A shoeshine boy

Self-reliance is the ability to support and take care of yourself. It is also the ability to make decisions independently. Self-reliance means to be free from the influence and control of others.

But self-reliance does not mean complete **independence**. We cannot be completely self-reliant. Sometimes we need some support from others. As a student, you have the support of your parents and get some help from others too. For example, you may borrow books from your classmates. If you work hard to gain more knowledge and skills, you are not going to be as dependent on others. This would make you a self-reliant person when you complete your studies.

How do you develop self-reliance? First, you have to know yourself. This is what we call **self-knowledge**. There is a proverb which says: "Knowing others is good: knowing yourself is true wisdom." It is important to know your qualities, capacities and interests because it helps you to make good choices. For example, if you

What is Self-reliance?

know what you are good at, you could make a wise decision when you choose what to study. You have to know your weaknesses too.

Self-respect is also important because it helps develop self-reliance. Self-respect is accepting oneself as he/she is. You respect yourself simply because you like yourself. It does not depend on success or failure. If you do not have self-respect, you may not understand your good qualities or have good ideas. A person who lacks self-reliance cannot take initiatives and, as a result, fails to benefit society.

Another important point is respecting others. You need to respect yourself, but you have to respect others too. You want others to respect your views and work. Other people also want the same. Respect your ideas and work, as well as the views and works of others. Look for the best in other people and appreciate their opinions and perspectives. This will help you to live and work with others on good terms. If you work in harmony with others, you will benefit yourself and society.

Sayings related to self-respect and respecting others

"A man who does not trust himself can never really trust anyone else."

"A man who does not respect himself can never really respect others."

"If you want to be respected you must respect yourself."

"Respect others and others will respect you."

Form groups and discuss these questions:

- Do you think that a self-reliant person is completely independent? Why?
- Why is self-respect important?
- Do you think it is important to know your weaknesses? Why?

CASE STUDY

Chaltu: a hard working student

Chaltu is a hard working 9th grade student. She completes her homework on time. She tries her best to understand each lesson. She devotes more time and reads books to do even better. She never feels ashamed to ask teachers and classmates when she finds it difficult to understand certain ideas.

Chaltu has another good quality. Because she works steadily all year, she does not panic when the exam time comes. When she is in the exam hall she is calm, relaxed and confident. She gives her attention to the exam, tries all the questions and completes the exam on time. She relies on her knowledge and does everything with confidence. Chaltu helps other students by explaining concepts and solving difficult problems but she never allows other students to copy answers from her in the exam hall.

Discuss these questions in pairs

- Do you think that Chaltu is a self-reliant girl? Why?
- Chaltu asks others for help when she faces problems with her studies. Do you think that this is a sign of dependency? Discuss this.

What is Self-reliance?

REMEMBER

- Self-reliance means depending on your own ability.
- Self-reliance does not show complete independence. We can help each other without developing dependency.
- Self-knowledge and self-respect are important to develop self-reliance.
- Self-knowledge means knowing your qualities, capacities, limitations and interests. It helps you to make good choices when you make decisions.
- Self-respect is accepting yourself as you are. This means you respect yourself both in the times of success and failure.
- You need to respect yourself but you have to respect others and their work too. You may not like the people you work with but you have to tolerate them so that you can work in harmony.

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LESSON 2

Dependency

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

- define dependency.
- describe the bad effects of dependency.
- fight the habits of dependency.

Do you think that receiving food aid from outside can increase dependency?



People receiving food aid

Dependency is a bad habit which weakens your ability to stand on your own two feet. It is a belief that people or groups cannot solve their own problems without outside help. Dependency could result from receiving help in the form of **aid**. A beggar who lives on the help of others is dependent. Some are strong and capable of working but do not want to.

Others may be disabled with serious health problems. The disabled are members of the community who, due to natural or man-made causes, are physically impaired. It is the perception of the community and the deprivation of opportunities that they are exposed to that makes them dependent.

But, like any other members of society, they could be productive and self-reliant provided that they got proper support from the community and the government.

You know that rich countries give food aid to poor countries. If this continues for many years, people develop the habit of dependency. Aid does not help people to be self-reliant. But it does save lives if there is a drought. Some people rely on food aid from other countries. It is better to help people to be self-reliant if it is possible.

Dependency

CASE STUDY

This is what a wise man did to help a beggar

Once upon a time, a poor man approached a wise and rich man and asked him for food. The wise man observed that the beggar was a strong man. The rich man listened to the beggar but he did not give him food. Instead he gave the man a piece of rope and advised him saying: "Go to the woods and collect dry wood lying about. Tie it with this rope and bring the firewood here; I will buy it. You will use the money to buy food. If you want to get more money you can work on my farm; I will pay you for your work." That day the poor man brought the firewood and got some money. Next day he started working on the wise man's farm.

Discuss the following questions in groups, list the main points and read your points to the class.

- Do you think that the wise man helped the beggar in a better way? Why?
- Do you think that we should depend upon external support to solve our problems?

CASE STUDY

Car wash enterprise

Twelve ex-students were looking for jobs but they could not find any. They relied on their parents for food, clothes and many other things. They wanted to make money to help themselves but they did not have a business idea or the capital to start new business.

They got some help from an organization called Business Development Service (BDS). The organization provided them with a business idea. It also helped them to organize themselves in a car wash cooperative. The city administration of Addis Ababa gave them land and helped them to get credit from a micro-finance institution. They built a small office and a mini oil shop and started a car washing business. Working together, the twelve members of the cooperative managed to create work and earn a good income.



A car washing cooperative

Make groups and discuss the importance of the activities of these young people. They became independent with the help of government and non-government organizations. Do you know organizations that support people to create jobs and become self-reliant? If you find one, write a report about the organization and read it to the class.

Dependency

Having good **self-esteem** is important; it helps you to become independent. '**Self**' refers to you yourself! '**Esteem**' shows that something is valuable. So, self-esteem is about how much you value yourself and how important you think you are. It is how you see yourself and how you feel about your achievements. Self-esteem is not all about how great you are. It is not about thinking you are perfect because you need to be able to recognize your weaknesses and know how to improve them. When you believe that you have important qualities, you have good self-esteem. Then, when you are self confident, you will do many things successfully. One of the characteristics of dependency is loss of self-esteem. The other manifestations of dependency are loss of political will and belief in outside help rather than depending on oneself.

Discuss these questions as a class

- What do you think are your good qualities? Why?
- What do you think are your weaknesses?
- Discuss the importance of self-esteem?
- What do you understand by the term 'political will'? Discuss.

CASE STUDY

Kedir: a student who does not work hard

Kedir and Shamebo are classmates. But they are very different. Shamebo is hardworking while Kedir is not. Kedir does not try hard. He is ashamed to ask his classmates to explain difficult concepts and ideas. But he wants to be promoted to the next grade level. He wants to do this by cheating in the exam.

He is famous for copying answers from other students. Kedir mainly relies on his friend Shamebo for this. He tries his best to sit near to Shamebo in the exam hall. Then Kedir pretends that he is trying the questions. But his main task is to copy down answers from Shamebo's answer sheet.

Kedir's exam results are good when he manages to sit near Shamebo and copy answers. His results will be poor if he does not manage to get a seat near Shamebo.



Form groups and discuss these questions.

- Do you think that students like Kedir are self-reliant?
- Shamebo allows Kedir to copy answers at exam time. Is Shamebo's behaviour acceptable? Explain.

Dependency

REMEMBER

- Dependency is a bad habit that weakens your ability to stand on your own two feet. It is relying on external support permanently.
- Food aid helps people in the time of drought but it does not help them to be self-reliant.
- Self-esteem is the value which you give to yourself.
- Self-esteem is important to fight against dependency.
- You should also know your own weaknesses so that you can work to overcome them.

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LESSON 3

Decision Making

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

- explain what decision making means.
- make appropriate decisions as a self-reliant person.

Do you think that the decisions that you make today will affect your future life?

A **decision** is a choice that you make about something after thinking about several possibilities. **Decision-making** means thinking about alternatives and choosing the best option. We all make decisions everyday. You may make decisions to study, to buy a book, to play football, to play a computer game or to watch TV.

You should know that your decisions could affect your life. For example, if you decide to devote more time to study for an upcoming test, you will probably get good results. Good results will help you to be promoted to the next grade.

You have to make decisions at the right time because it helps you to become successful. If you make late decisions, you may be less successful. Let us assume that you decide to study for your mid exam. If you do this only two days before the exam, you are too late. You may study day and night but your results in that exam will probably be low.

Here are some steps which will help you to make good decisions.

Decision making steps

1. Know why you need to make a decision. Identify the problem you want to solve. Then think of the way to solve it.
2. Write down different ways of solving the problem. Think of possible solutions. Ask friends, parents and teachers and get more ideas before you make a decision.
3. Try to see the outcome of each choice. Look at the advantages and disadvantages of each choice.
4. Choose the best alternative. You have to choose the alternative that matches your goal.
5. Put your decision into action. Once you have made a decision, take action. Do not waste time.
6. Evaluate the outcome of your decision. Was it successful? Now move on and plan what to do next.

We all make decisions everyday. When you make a decision you have to make it as a self-reliant person. This means you do not make decisions because others influence you. It is good to get ideas and advice from friends before making decisions. But you have to put aside the

Decision Making

influence of others when you make decisions. Make decisions independently based on your own goals and interests. If you make decisions influenced by others and without considering your capacity, interests and goals, they will not be such good choices.

- Why is it important to make decisions at the right time?
- What could happen if you make a decision very late or too quickly without thinking?

CASE STUDY

Wrong decision: bad results

Let me tell you a real story. Chombe is my friend. He was a university student dismissed because of poor results. He was in the department of civil engineering. Chombe was dismissed because he was not good at mathematics. Most of the courses in his field require mathematical skills. Chombe knew his weaknesses in mathematics. He also knew that engineering requires good skills in mathematics but he made the wrong decision because he was influenced by his friends.

Chombe always complains about his wrong decision:

"My real interest was to study management. I was not interested in engineering. But my friends persuaded me to change my mind. They told me that it was good to be an engineer. They told me about good job opportunities and better pay. When I asked them about my problem in mathematics, they repeatedly said: *Do not worry! You are not so weak at it! You can also improve it within a short time. We will work together to overcome the problem.*

When we started class everybody was busy. There were many assignments, many readings. My friends were too busy to help me. I could not manage it so my results were poor. Finally, I was dismissed. Now I am going to do what I really want and study management. I know that it will suit me much better and I am really interested in it."

Discuss the following questions as a class.

- Do you think that Chombe made his decision as a self-reliant person?
- Have you ever made a poor decision because you were influenced by your friends?
- What is the result of these kinds of decisions?

REMEMBER

- A decision is a choice that you make about something after thinking about several possibilities.
- Decision-making means looking at alternatives and choosing the best option to solve the problem.
- You have to make decisions at the right time.
- It is not good to make decisions too late or too quickly.
- Making a good decision at the right time helps you to be more successful.

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UNIT SUMMARY

Self-reliance is to depend on your own ability to do something. Self-reliance does not show absolute independence because we always need to help each other in many ways. You have to know your good qualities to be a self-reliant person. You also have to know your weak points so that you can ask for help.

Dependency is a belief that persons or groups cannot solve their own problems without outside help. We need to help each other. But when we help others, we have to help them to be self-reliant. Self-esteem is important to be self-reliant. Self-respect is the value you give to yourself. It is how you see yourself and how you feel about your achievements. Good self-esteem would make you self-confident. This will help you to do many things successfully. In the absence of self-esteem you could end up being dependent.

You have to make decisions as a self-reliant person. Making good decisions at the right time helps you to be more successful. Today you make decisions about your school life. In the future, when you get a job, you will make decisions about how to manage your family and save your money. You will learn about saving in the next unit.

GLOSSARY

Decision:	A choice that you make about something after thinking about several possibilities.
Decision-making:	Thinking about alternatives and choosing the best option.
Dependency:	A belief that a person or a group cannot solve its problems without external support.
Self-esteem:	Giving value to yourself and considering that you have something to offer others.
Self-knowledge:	To know your strength and weaknesses.
Self-reliance:	To depend on your own ability.
Self-respect:	To have pride and accept yourself as you are.

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UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – True or false

1. A self-reliant person does not receive any help from other people.
2. Helping the needy is not good at all because it makes them dependent.
3. We have to make decisions quickly because looking at different alternatives wastes our time.

Part II – Matching

Column A	Column B
1. Self-reliance	A. To know your good points and weaknesses
2. Dependency	B. Considering yourself important
3. Self-knowledge	C. Making decisions influenced by others
	D. Depending on your own ability

Part III – Missing words

1. ..... is a choice that you make after looking at different alternatives and possibilities.
2. "Knowing others is good: knowing yourself is wisdom." This saying tells us the importance of ..... .

Part IV – Multiple choice

1. Which of the following goes with this saying: "Respect others and others will respect you."
   (*a*) You need to respect your friends so that they respect you.
   (*b*) Respect yourself to be respected by others.
   (*c*) People do not respect you unless you have high self-esteem.
   (*d*) Self respect and respecting others are not related.
2. Which of the following helps you to develop your self-reliance?
   (*a*) knowing your good qualities
   (*b*) fighting against the habit of dependency
   (*c*) avoiding asking help from other people
   (*d*) considering yourself superior and great
   (*e*) (*a*) and (*b*)

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Unit 9
Saving

Introduction

In Unit 8, you saw the idea of self-reliance. To be self-reliant it is also important to understand the concept of saving. This unit deals with the need to save and avoid being extravagant.

Lessons

1. Saving and Extravagance
2. Planning and Saving
3. Money as a Source of Wealth

What you will learn

You will:

- realize the essence of saving and extravagance.
- understand the relationship between planning and saving.

Key words and concepts

- Budget
- Emergencies
- Extravagance
- Family planning
- Goal
- Living within your means
- Planning
- Saving
- Waste of resources
- Wealth
- Wise use of money

National Bank of Ethiopia



LESSON 1

Saving and Extravagance

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

- define what saving is.
- identify extravagant practices in Ethiopia.
- avoid extravagant practices.

- Why do you think people save?
- Discuss if you have ever saved anything.
- What do you think extravagance means?
- What is the most extravagant thing you have done?
- Have you ever seen your friends or your parents be extravagant?

Saving means keeping something for the future. One of the reasons that people save is for the future. For example, most people save to buy or build a house, or buy a car. These are big items which require a lot of money. If you start saving money today, one day you will have enough to fulfill your dreams.



Boys playing tezer

You also need to save for **emergencies**. These are things which you do not expect to happen in life. For example, you could get sick unexpectedly and need money to get treatment and care.

CASE STUDY

On a Saturday morning Adil and Daniel were playing tezer on an electric pole. They were enjoying themselves. Suddenly the boys got a shock from an electric cable. A passerby saw the accident and called out for help. Their parents rushed their sons to the nearest hospital. The doctor said that the boys were in shock and there was a problem with their hearts. He also told the parents that they would need special treatment to save their lives. The receptionist told them that the treatment would cost each boy 3000 birr. Adil's parents rushed to the bank to get the money. However, Daniel's mother, W/ro Tirsit, started crying because she knew that they hadn't saved that amount of money. Because of that she might not be able to save her son. She was always telling her husband to save but he did not

Saving and Extravagance

listen. Fortunately his brother lent them the money, and Daniel recovered. But now they have to pay the money back.

Discuss the importance of saving in terms of insuring yourself and your family.

You have to develop the habit of saving and avoid buying extravagant items. It is good to celebrate a wedding. However, it is not good to spend all the savings on a wedding ceremony. Some people who prepare their wedding ceremony by borrowing a lot of money find it difficult to pay back what they owe. This is not good. They would be forced to give up a lot of their necessities in order to pay back the money they borrowed.

Another extravagant practice is to spend excessive amounts of money on funerals. Just like for the wedding, some people borrow money to pay for an extravagant funeral. This may not be good because they may face problems when they have to pay back the money.

CASE STUDY

A Typical Indian Wedding

In India wedding ceremonies are paid for by the parents of the girl. Most people in India, including those who are poor, think that having a simple wedding is shameful. So, even if they don't have the money, they go to illegal money lenders who demand a high interest rate. They borrow a lot of money to have a very big wedding ceremony. Even a relatively poor man pays for a very big wedding ceremony for his daughter. After the wedding he and the rest of the family will bear the burden of paying back the debt for a long time. This means they have to pay the money from their future income. Because of this they have to eat less. They also have problems paying school fees for the rest of the children.



Discuss

- What do you think about the expense of wedding ceremony practice in India?
- Do you think it is sensible to spend so much money on weddings, particularly if you are poor and have to borrow the money?

Tezkar and other religious festivities

In Ethiopia there are also some practices that require extravagant expenditure like *Tezkar*. *Tezkar* is a funeral ceremony after a person passes away. There are people in Ethiopia who pay a lot of money for the preparation of this ceremony. However, extravagant expenditure on *Tezkar* may lead to debt.

REMEMBER

- Saving is important for the future, and for emergencies.
- Extravagance is harmful and it affects our saving culture.

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LESSON 2

Planning and Saving

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

- define what planning is.
- describe how to live within your own means.
- explain why it is important not to waste resources.

- What do you think 'planning' is?
- What do you think family planning is?
- What do you think is the impact of misuse of resources?

Planning means to work out what you need to do, step by step, in order to reach a goal. As students you all have goals to achieve. You all think about what you want to become in the future. When you know what you want to become or what you want to do in the future, it means you have a **goal**. When you think about what you need to do in order to achieve your goal it means that you are planning. Planning helps you to make the best use of your resources.

It is also important to plan one's family. **Planning a family** means limiting the number of children we want to have so that we can take care of them better. This means, when you plan the family you will be able to use the resources you have to satisfy the needs of the family. If there is small number of children, the available money could be enough to meet the needs and wants of the children. However, if there are a lot of children, the money won't be enough to take care of all the children.

CASE STUDY

W/ro Woinshet is a woman who has nine children. Early one morning on her way to fetch water she met her friend W/ro Alemtsehay. W/ro Alemtsehay has two children. W/ro Woinshet told her that she has a problem feeding all her children. She also said that only three of her children were going to school. The other six children were at home working with her because W/ro Woinshet and her husband don't have enough money. W/ro Alemtsehay was sad and told her friend that she didn't have a problem like that as she and her husband decided to limit the number of children in their family.

? Discuss what you think about this situation?

Planning and Saving

Share your goal

- On a small piece of paper write down what you want to become in the future.
- Also write five things you are going to do in order to achieve that goal.
- Next exchange it with the student next to you. On his or her list add more things which you think your friend needs to do in order to achieve his or her goals and give the paper back.
- Then talk about your goals in class.

As pointed out earlier, planning helps you to use your resources well so that you can benefit from them. This also works for the things which you have to do at home, in school and in the office. This saves a lot of money and time. The purpose of learning to plan and to save is to develop the habit of living within the limits of your income. By matching your life style to what you earn, you **avoid wasting your resources** and those of your family. Similarly, you should respect public property like public phones, waste baskets, school desks etc.



Misuse of our water resource



Misuse of classroom furniture

Look around your school and try to find examples of bad treatment of school property. What would be the consequences of improper use of school property like furniture. Suggest what needs to be done to look after this properly.

Copy the table below and complete it in your notebook. The first example is given.

	Items being misused	Kind of bad treatment	By whom	Damage caused	Impact of damage	Suggestions
1	Desks	Standing on them; writing on them	Students	Breakages & defacement	Shortens life of desks	Students should use desks properly
2						
3						
4						

REMEMBER

- ❒ Having a goal and planning is important.
- ❒ It is important to use all our resources properly.
- ❒ It is important to plan a personal or family budget.

LESSON 3

Money as a Source of Wealth

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

- define wealth.
- explain the importance of money.
- describe the method(s) one should use to get money.

What do you think wealth is?

Wealth is the total amount of money and property that a person owns. During their lives people accumulate wealth through their **efforts** over many years. It grows over time and mostly it is not something that just comes suddenly. Accumulating wealth is possible when you and members of society work in a continuous way and also through generations. You need to work and then you need to save the money. So if you work hard and use the money well it will benefit you and your family.

CASE STUDY

There are some people who achieve a lot starting from something very small. Samuel Tafesse is a good example of this. He was born in 1958 in a very poor family. Even as a young boy he had to work on construction sites to help his parents. Also, after school he used to vend cigarettes to earn additional income. He grew up working in construction and different jobs. In his early twenties, he borrowed 10,000 Birr from a friend to get his first construction license and started a company. Samuel continued to work very hard. Now, after 25 years, he and his wife own a company with a capital of over 50 million Birr. By working hard and saving money, Samuel has achieved a great deal in terms of wealth.

Do you think Samuel deserves to be a wealthy man? Discuss.



Construction site in Addis Ababa

Money as a Source of Wealth

Wealth accumulates over time. So we have to use the money we earn wisely. If we exert enough effort to get the money and if we use that money wisely we could accumulate a lot of wealth. If we plan goals as a family it will help the family to become wealthier.

Debate

Form two groups. Each group should discuss one of the following issues:

- You do not need to work hard to make money because, through corruption and other means, you can get money.
- You need to work hard to make money. You can build your career and become wealthier over time.

Discuss the main outcomes as a class.





Many new buildings are being erected in Addis Ababa and other towns of Ethiopia

REMEMBER

- Wealth is the total amount of money and property.
- It is very important to use money wisely.
- You need to work hard to make money.
- Be suspicious of easy ways to make money.

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UNIT SUMMARY

In this unit, you have seen the importance of saving. You have discussed the importance of planning a family as well as having a goal. You also saw that it requires effort to get money and to become wealthy. In relation to this you discovered that it is important to give something to society when you become wealthy. Wealth is something that you accumulate over time. Using both money and resources properly and wisely is important and will help you to accumulate wealth.

GLOSSARY

Emergencies:	Events which we don't expect.
Extravagant Practices:	Unnecessary expenditures.
Family Planning:	Limiting the number of children so that it is easier to take good care of them.
Planning:	Thinking what you need to do in order to achieve a goal.
Saving:	Keeping something for the future.
Wealth:	Accumulated property and money that a person owns.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Saving is important:
   (*a*) to buy big things
   (*b*) for emergencies
   (*c*) both (*a*) and (*b*)
   (*d*) none of the above
2. Planning helps to:
   (*a*) achieve our goals
   (*b*) properly use our resources
   (*c*) have a lot of children
   (*d*) (*a*) and (*b*)
3. Wealth means:
   (*a*) money earned from selling drugs
   (*b*) the amount of money and property accumulated over time
   (*c*) something that can be obtained easily

Part II – True or false

1. Saving only helps to buy big things
2. Having a goal helps you to make good plans
3. Extravagant things are important

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Unit 10

Active Community Participation

Introduction

In the previous units, you realized that democracy depends on the active participation of citizens. You learned about the rights, obligations and responsibilities of citizens. You have also seen that patriots are respected in the community because of their great contribution as development heroes. In this unit, you will see the importance of active community participation.

Lessons

1. The Meaning of Community Participation
2. The Role of Civic Societies in Community Participation

What you will learn

You will:

- understand the meaning of active community participation.
- understand the role which civic societies play in the community.

Key words and concepts

- Civic society/ voluntary organization
- Community participation
- Political participation
- Social participation
- Common good
- Consumers associations
- Juvenile Delinquency

Citizens involved in community activities



LESSON 1

The Meaning of Community Participation

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

- describe what community participation means.
- participate in the affairs of your class, school and community.

- Do you have any idea what community participation means?
- Have you ever participated in your community?
- Discuss the opportunities for community participation in your area with your class.

People live together in villages, towns and cities. They form different associations like Iddir, mahiber, or kebele to make life better. Members who belong to such associations form a **community**. Such associations survive because of the work of the members of the community. This is called **community participation**.



Local football team

Community participation is focused on actions that have an economic, political, and social impact. You belong to your school as a student. You also belong to the kebele as a resident. You might also belong to a football team as a player, and to a HIV/AIDS club as a member. These are different communities requiring different activities. Your membership of these communities must not be only for membership's sake. You need to be active in your class to learn and achieve a lot. Unless you are active in your football team your team mates will not want to play with you. In your kebele too, you have to do a lot with others for the good of all residents. This is also called **active community participation**.

When you participate actively in the community, you and other members of the community will all benefit. When everybody takes part, healthy relations exist among members of the community. Community projects are for the **common good**.



Successful carpentry workshop run by local Anti-HIV/AIDS Association

The Meaning of Community Participation

- Talk about what community participation means in a kebele, school and in different clubs.
- What type of associations have you participated in? Tell your group and the class.
- Discuss the benefits of active community participation in your group.

CASE STUDY

Participation of Family Members

Ketema, Jittu, Eshetu and Helen are sisters and brothers who live in Addis Ababa. Helen is a student in Grade 9. Ketema and Jittu are in Grade 11 and Eshetu is in Grade 12. They are members of different clubs in their school. Jittu is a member of a mini-media club, Helen is in the HIV/AIDS club, Ketema in the school's Boy Scout Club and Eshetu is in the literature club. Jittu and Eshetu join in the activities of the clubs they belong to and have received prizes of a television and radio-cassette and certificates of participation from the school administration. Helen joined the HIV/AIDS club only three months ago, but hopes to work to help the club in the future. But Ketema is simply a registered member who does nothing at Boy Scouts. Eshetu, Helen and Jittu are also active in the kebele. They mobilize the youngsters to do work to help the disabled, the sick and the old. Ketema has never shown any interest in helping others like his brother and sisters.

- What do you think about Ketema's participation at school and in his kebele?
- Is Helen doing the best she can in the HIV/AIDS club? How?
- Do you appreciate Jittu and Eshetu for what they do? Why?





Community participation

1. Have you done anything to help your school or your local community? In class, discuss what you have done to help.
2. Does active community participation help you to get support from government bodies and NGOs better than being passive? How? Discuss the issue.

The Meaning of Community Participation

Community participation is a very general term. It could be helping an individual to do things that could affect them too. There are different types of community participation that you need to know about and take part in.

Political participation means political activities that you, as a citizen, have to take part in. This includes discussing public issues, attending political meetings and voting. It is your right to participate in everything that affects your life. It is your right to vote when reaching eighteen. When you are active in political participation you make full use of your rights and protect them.

Social participation is to act for social development. This includes involvement in the fight against crime, HIV/AIDS, drug abuse and corruption. Crime makes people feel insecure and could lead to loss of interest in work. Corruption can be an act by government officials to misuse public money for personal benefits. When public money goes into the pockets of individuals it is impossible to achieve social development. Drug abuse is a serious social problem that you have to be aware of. It contributes to the spread of HIV/AIDS. As a citizen it is among your responsibilities to combat problems and to work to bring about change and development in our society through active community participation.

? Form groups and let each choose to study either political participation or social participation.
Discuss as a group and present findings to the class.



Project Officer leading a meeting



Juvenile delinquents

CASE STUDY

Participation in a Women's Association

Ato Birarra and Zeyneba are spouses who have been married for twenty four years. Zeyneba is a member of a women's association of the kebele where they live. She is very active and has borrowed money from an organization that helps women to open a small shop on the outside of their house. Her effort has improved her family life and she is able to feed her two sons and a daughter well.

She goes to meetings and often raises issues and asks questions that concern the public. During elections she votes only for those she believes work to improve the community's life. In meetings she complains about those kebele officials and the residents of the kebele who are not doing enough

The Meaning of Community Participation

to control crime, drug abuse and HIV/AIDS. She once exposed an official in the kebele for his corrupt practices when everybody else decided to keep quiet.

However, Ato Birarra is not happy and discourages her. He insists that she should not go to meetings in the kebele. The children do not accept their father's idea. They are always encouraging Zeyneba to participate. They are proud of their mother.

- List Zeyneba's political and social activities.
- Does Ato Birarra's attitude help the well-being of the community?
- Were the children right to be critical of their father? What do you think?

CASE STUDY

Juvenile Delinquency

In one town more than two hundred youths created problems in the community. Because they had no jobs and recreational facilities, they started to abuse themselves using drugs like chat and shisha. Eventually, they were engaged in criminal activities. As a result rape, HIV/AIDS and other social problems increased. The community had to cooperate with the police to control their criminal acts and keep the community peaceful.

They were sent to prison for a couple of months. An NGO came up with a project to teach them. They were organized and given technical training in activities like roadside paving. After they were released they apologized to the community and started working to earn a living.

- Do you appreciate what the NGO has done? How?
- Is it helpful for society to train the jobless to get work? Why?
- What do you think the community can do for the jobless in your kebele?

REMEMBER

- When groups of people try to make their life better through cooperative engagement, it is called community participation.
- Political participation means being prepared to vote, lobby, persuade, or protest. It includes discussing public issues and attending political meetings.
- Social participation means acting to help social development. This way problems can be overcome.

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LESSON 2

The Role of Civic Societies in Community Participation

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

- define what civic societies/community organizations are.
- explain the role of civic societies.

- Do you know anything about civic societies? Give some examples that you can think of?
- List some of the civic societies working in your kebele and explain the role which they play in your community?

People need to get together to start clubs and associations to do things efficiently. The football club is a club, while the kebele is an association. To make community participation more productive, civic societies are set up as non-governmental organizations (NGOs).

These voluntary organizations are set up and run by private citizens who want to contribute to community development. Members are united because they have common beliefs and objectives. The organizations are not businesses and do not make a profit. Members do not join for personal benefit but to do what they can to improve life in the community.

These organizations include women's associations, youth associations and associations for the disabled and visually impaired. The role of these organizations is to achieve their goals for their members and the community. These organizations must be legal and must be registered by the government.

Perhaps your mother is a member of a women's association. Your elder brother may be a member of a youth association. These are voluntary organizations. Next year you might want to join the youth association to play your part. When you are a member of such organizations you get the chance to raise the awareness of public issues and to influence public policies. You learn to deal with social problems in your kebele and in the country and you do what you can to improve them.

? Make groups. Each should identify a voluntary organization and discuss it? Think about the types of activities and the members who are involved.



The Red Cross is a voluntary organization: one of the members is donating blood

The Role of Civic Societies in Community Participation

CASE STUDY

Forming a Consumer Association

The residents of a town had a meeting to discuss how to control some traders who were trying to make too much profit from what they sold. Ato Awlachew suggested that these traders should be taken to court. W/o Aynalem, on the other hand, said that the residents should not buy from unfair traders. Ato Atnafu came up with the idea that a better solution could be to form a consumer association managed by voluntary members. He said that the association could help to make goods available at a fair price.

The same day almost all those who attended the meeting registered and each paid 50 Birr membership fee. Within four days most families in the town had joined the consumer association. The association is still open to new members and is certified by the government. It is helping the town dwellers a great deal.

A consumer association can work to keep prices fair, but it can also work to identify faulty and dangerous goods and get them removed from the market.

1. Do you think that starting an association like this is helpful? Why?
2. How can town dwellers participate as members of the consumer association?
3. What can you do if traders sell bad food?

REMEMBER

- Civic societies/voluntary organizations are associations which work together based on shared interests, a purpose or values.
- Voluntary organizations are organized by volunteers who have a common interest.
- Some of the voluntary organizations include NGOs, charities, community groups, youth associations, professional associations, trade unions, self-help groups, social movements, environmentalists and business associations.

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UNIT SUMMARY

In this unit, you have learnt how you can participate actively in your school, clubs, and in the community where you live. The objective of community participation is to improve the life of the community and your environment. One way to improve community life is through participating in community meetings. During such meetings you have an opportunity to raise issues affecting the community. You can also participate in elections and vote freely for parties which you support. This is political participation. Outside politics you have seen that you can use social participation to control crime, corruption, drug abuse and the spread of HIV/AIDS.

You have examined the role civic/voluntary societies play in improving community life. The societies are formed by the free will of individuals who want to solve their common problems. Their purpose, as you have seen, is to mobilize members to participate in work which promotes the common good.

GLOSSARY

Common Good:	The outcome of actions intended to benefit all the members of a community.
Community:	A group of people in a given time and place.
Community Development:	The improvement of conditions of a community.
Community Participation:	An undertaking by the members who are organized in an area for a purpose.
Consumer Association:	A group of consumers coming together to solve problems such as the availability of commodities or the sale of sub-standard goods.
Juvenile Delinquency:	A situation where the behaviour of young people has been found by the court to be bad and dangerous.
Political Participation:	Voluntary participation in discussions of public issues and voting in elections.
Social Participation:	Voluntary participation to control specific problems such as drug abuse, crime, corruption, HIV/AIDS etc.
Voluntary/Civic Society:	A society formed by the free will of members who agree to try to improve the life of a community.

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UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which one is not a community?
   (*a*) Iddir
   (*b*) village
   (*c*) kebele
   (*d*) none
2. What is community participation?
   (*a*) participation of all members
   (*b*) participation of few members
   (*c*) participation of some members
   (*d*) all of the above
3. Common good means:
   (*a*) action which is good for every body
   (*b*) action which is good for one person
   (*c*) action which is not good
   (*d*) none
4. Political participation includes:
   (*a*) elections
   (*b*) voting
   (*c*) discussion of public issues
   (*d*) all
5. Social participation is participation to control
   (*a*) crime
   (*b*) corruption
   (*c*) drug abuse
   (*d*) all

Part II – True or false

1. Civic societies have the right to hold political power.
2. Government establishes and properly organizes civic societies.
3. Among the duties of civic societies is political participation.
4. Civic societies must be legal and have to be registered by the government.
5. Civic societies have a significant role to create and lobby legislators for new legislation based on the community's interests.

Part III – Short answers

1. The best possible benefits for the whole community come from ..... .
2. Name two different types of community participation
   (*a*) ..... (*b*) .....
3. Pulling together actions for social development is called ..... .
4. Discussing public issues, attending political meetings and voting is called ..... .
5. Associations which are based on common interests and which are non-governmental are called ..... .

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Unit 11
The Pursuit of Wisdom

Introduction

This unit on the pursuit of wisdom is an important part to equip you with the knowledge and wisdom you need in life. You will learn the basis of knowledge and wisdom and the way to acquire them. You will also learn about the importance of knowledge and learning. You will understand that knowledge helps make wise decisions, overcome poverty and avoid harmful traditional practices. Finally, you will learn about information and data and their use in knowledge.

Lessons

1. The Basis of Knowledge and Wisdom
2. Information and Data
3. Reading and Studying
4. The Pursuit of Truth

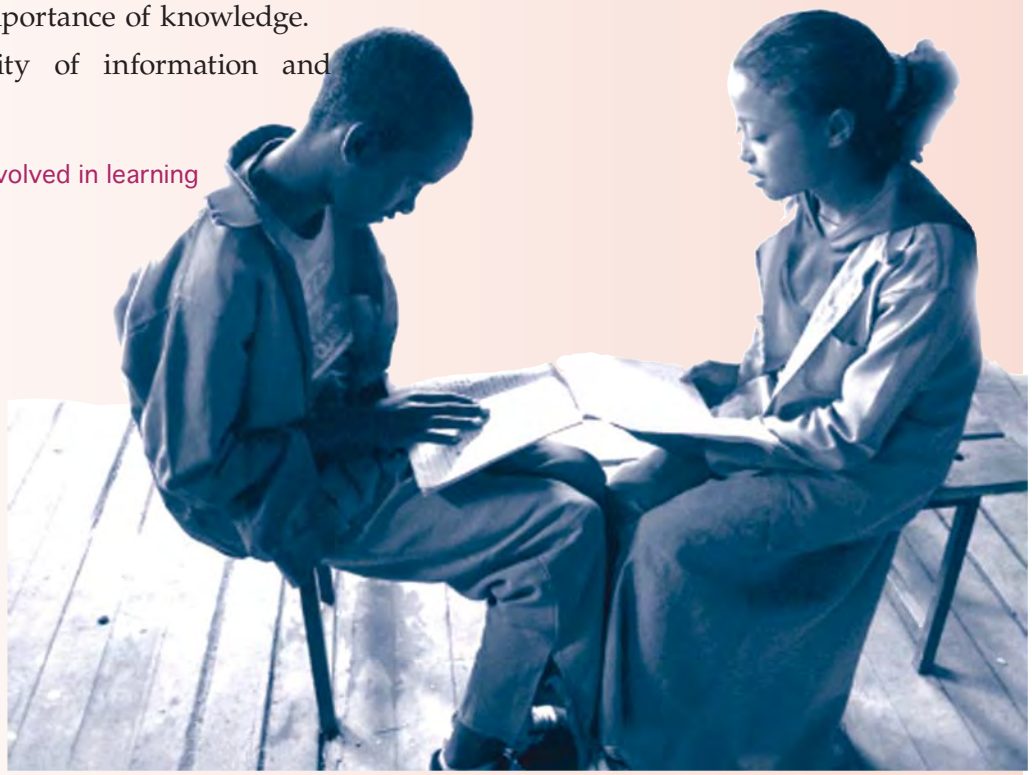
Key words and concepts

- Concepts
- Data
- Facts
- Generalization
- Harmful Traditional Practices
- Information
- Knowledge
- Learning
- Poverty
- Studying
- Truth
- Truthfulness
- Wisdom

What you will learn

You will:

- acknowledge the importance of knowledge.
- realize the necessity of information and data.



Young students involved in learning

LESSON 1

The Basis of Knowledge and Wisdom

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

- define what knowledge is.
- explain the methods of acquiring knowledge.
- describe the necessity of knowledge.

Can you say something about wisdom? In groups discuss what makes a person wise.

Knowledge can be defined as understanding or learning that which is known. The purpose of knowledge is to know about things around us. **Wisdom** means to be wise in handling acquired knowledge for good use. Knowledge is acquired when you start to question what exists around you. This question led man to discover many things. It is this question that opens up the highway of knowledge. More knowledge will be obtained as you keep on exploring.

Knowledge is acquired through learning. **Learning** is a life-time process, and knowledge is accumulated, stored and carried through generations. It is as old as man himself and will continue to exist as long as man exists. Learning is a purposeful and conscious activity that man practices. He has two ways of doing it. One way is through formal learning and the other is through informal learning.

Formal learning is acquired in institutions. This involves teachers and students. One such place of learning is your own school. Schools ranging from kindergartens to universities form the formal learning establishments. But these are not the only places and ways of learning.

The second form of learning is **informal learning**. It is called informal because unlike formal knowledge, what is obtained here may not be structured knowledge. It is called informal because you get the learning throughout your life time without having to go to school. Unlike the formal learning process, there are no teachers whose task is to teach you. You are not formally a student. In this process you simply learn as you live and interact with others.

Your first experience of informal learning is within your own family. The teachers are your own parents and other family members. They instruct you in what to do and what not to do.

Outside school and home you may read advertisement billboards and posters on the road side written in English. You may read words you don't know. When you go home you look at a dictionary to know the meaning of those words. This is one way of learning informally.

The Basis of Knowledge and Wisdom

Copy this table. Form groups and discuss the contribution of formal and informal learning in your life. On the copy, list types of learning taking place in each activity.

	Activity	Formal learning	Informal learning	Combination of both
1	Reading newspapers			
2	Attending biology class			
3	Taking advice from parents			
4	Meeting a friend during vacation			
5	Sitting for a national examination			
6	Sitting for an aptitude examination			

Reading

Knowledge obtained through inquiry and research is vital for social development. Inquiry means to find out the reason for something or how something happened. Research is to learn new facts or scientific laws. In order to do this you need to conduct surveys and make investigations to get new findings. This is the way that the sciences have developed.

You need knowledge in order to understand more about yourself and your surroundings. The knowledge you obtain will serve as a compass to guide you in the right course of life. Knowledge is an instrument that serves to avoid Harmful Traditional Practices (HTP) such as female genital mutilations or cutting, abduction, early marriage or teeth extraction. Such practices have a negative effect on health and could cause social problems. You can teach people to avoid such practices as they are obstacles for development. Through knowledge, there are many ways in which you can help yourself and your country.



People gathering to discuss issues of concern (informal learning)



Students learning in class room (formal learning)

The Basis of Knowledge and Wisdom

Form groups to discuss the ways that enquiry and research help in the development of Ethiopia. Group leaders should present their ideas to the class for discussion.

CASE STUDY

A story of a girl who faced genital mutilation

There was a girl in Grade 4 who was a good student and at the same time very active. She lived in an area where genital mutilation had been widely practiced. In recent years, people living in the area had learnt the harmful effects of such a practice and agreed to stop genital mutilation. However, there were a few families who wanted to retain this harmful practice. The girl unfortunately belonged to such a family. When she was eleven, this girl faced genital cutting. She was morally and physically damaged to such an extent that she was unable to continue her education. Her dream to become a medical doctor could not happen due to the wrong decision her parents made.



The suffering of a child during FMG

Female genital mutilation (FMG) is still practiced. Form groups to discuss how knowledge is instrumental to stop this practice. Group leaders should present the ideas to the class for further discussion.

REMEMBER

- Knowledge can be defined as understanding or learning that which is known.
- The basis of knowledge and wisdom is man's effort to explore and change his surroundings.
- Exploring man's surroundings leads to knowledge, and the effort to change it requires wisdom.
- Wisdom means to be wise in handling acquired knowledge for good use.
- Formal learning is acquired in institutions of learning like schools.
- Knowledge obtained through enquiry and research is vital for social development.
- Informal learning strengthens knowledge obtained through formal learning.

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LESSON 2

Information and Data

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

- define what information is.
- explain the purpose of information.
- define what data is.

What can you say about information and data?

Knowledge consists of information and data. Information and data are important to develop wisdom. In turn, wisdom helps develop the techniques of acquiring knowledge. **Information** can be knowledge about a specific subject or situation. When a given information is true, then it becomes knowledge.

In order to know about anything you need to have correct information. If you plan to go to Sodere over the weekend for pleasure, you may need meteorological information to help you make a decision. Information can be obtained from different sources. TV and radio programs could serve as sources of information. The internet is another source of information. However, you may need to be careful to make use of the information obtained from any source. The first thing to do is to determine whether it is a fact or not.

One of the principles of democracy is making information available for its citizens. So, access to information is easier in democratic societies because democratic governments are relatively transparent. The people have the right to know how their government handles matters. Living in a democratic society enables citizens to obtain the information they need for research and other uses.

For the dissemination of information, freedom of the press must be respected.

The FDRE Constitution Article 29 (4, 5) states:

4. *In the interest of the free flow of information, ideas and opinions which are essential to the functioning of a democratic order, the press shall, as an institution, enjoy legal protection to ensure its operational independence and its capacity to entertain diverse opinions.*
5. *Any media financed by or under the control of the State shall be operated in a manner ensuring its capacity to entertain diversity and the expression of opinion.*

But it should be noted that these rights cannot be used to propagate war or injure human dignity.

When we say data we mean facts or information on specific issues. Data is the information gathered from surveys etc. used to make decisions. It is therefore important, for it enables policy makers to make decisions. For example, experts in the field of geography could conduct a survey regarding the rain distribution patterns in Ethiopia. The data collected might suggest that, every three

Information and Data

years drought affects some parts of the country (this is knowledge or information). Based on such a survey, the government could formulate a policy to conduct a national aforestation program and construct water reservoirs to help agriculture.

So, you need to have the right quality and quantity of data for a purpose. Data has to be collected and put together in a certain way to help formulate correct interpretations to reach decisions.

Form groups to discuss the use of data and information.

Conduct research through gathering information and data about students in your own section to determine their future desires. List the information you gather on a chart like this one.

	Student's name	Male	Female	Future goal
1		x		Medical doctor
2			x	Mathematician
3			x	Military
4		x		Historian
		x		Artist
			x	Farmer
			x	Geologist
		x		Engineer
			x	Anthrapologist



Books are one of the sources of knowledge

Form groups to analyze the information and data shown in the table to determine the following:

- How many students would like to become medical doctors, militaries and farmers?
- Which profession is most preferred and which is least preferred? Based on this sample, is the result indicative of a wider trend?

REMEMBER

- One of the principles of democracy is making information available for citizens.
- Data is information gathered through surveys etc about specific cases.
- The quality and quantity of data gathered is important to make valid judgements.

LESSON 3

Reading and Studying

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

- explain the purpose of reading.
- describe the purpose of studying lessons.
- describe how to study in a lesson.

What do you think about developing studying and reading habits?

Reading involves the reader and the materials to be read. The materials you read could be books, magazines, newspapers or leaflets. You can read them for a given purpose. It can be for pleasure or enjoyment. It can be to widen your scope on different issues. You can read books on science fiction, music, literature, etc. When you read you get more knowledge about many things. Reading is an important source of knowledge. Those who are widely read are persons who have great knowledge.

If you have the desire, you can develop the habit of reading. Developing the habit of reading may take some time. You will need to select different types of books and manage your time. You need to select what to read because it is not possible to read everything.

The rational use of time needs planning. You plan your time to develop effective reading and do other things you want. Spending more time reading helps develop a reading habit.

Studying means a thorough enquiry into a subject area. As a student, you usually study your subjects, not for pleasure or enjoyment, but for a purpose. You study to acquire knowledge and to perform well in examinations. In school you may compete with your classmates to get good grades. If you are not performing well, you may not even pass to the next grade.

As students you can work together to get more knowledge on topics you have discussed in class. During group discussions, members should be active to contribute to their own learning. The role of teachers is to facilitate the learning process. The main actors in the learning process are students themselves. You learn in class through interactions with other students. This is a modern way of learning. A day in school must be a day where you learn new things. The time that you spend outside school, can also be a time for studying. To do this, you need to plan your time.

? Form groups to discuss why you should read and study. List the benefits you can achieve.

? አወይ አስተማሪ ያለበት አባዜ
የተማሪ አስተዋይ በጠየቀ ጊዜ።
What is the relevance of this poem to reading and studying?

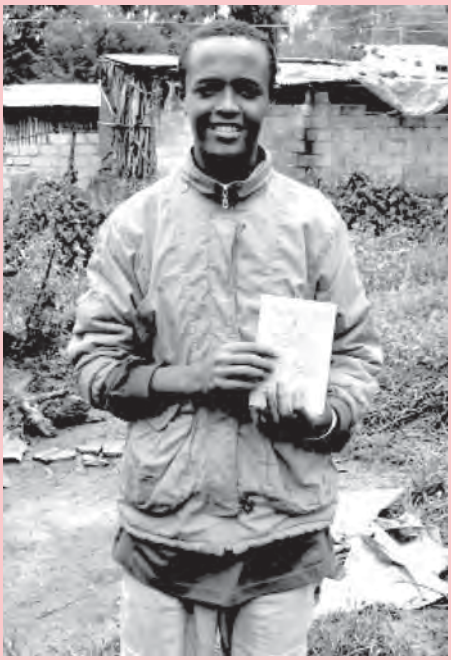
Reading and Studying

CASE STUDY

The story of a bright student

Years back there was a certain student who was learning in high school. He finished elementary and junior high school studies within four years, and was first all through his schooling until joining university. He spent most of his time studying and reading books because he had developed the habit of reading early on. His friends were saying that he read even when he was on his meal breaks. Most of his teachers appreciated his unique qualities; through them he got the information about an international literature competition in London. The competition was for English speaking students across the world. In the competition, his work was selected to be first. This had been possible because of his continuous effort in reading different materials and studying.

? Form groups to discuss how you can study. Group leaders should present their ideas to the class for further discussion.



A proud student showing his results

REMEMBER

- Spending more time reading helps develop the habit of reading.
- Developing the habit of reading may take some time.
- Studying means a thorough enquiry of a subject area.
- You can develop the habit of reading if you have the desire to know about things.
- Reading involves the reader and the materials to be read.
- Those who read a lot are those who have great knowledge.

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LESSON 4

The Pursuit of Truth

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

- explain what truth is.
- adhere to truth not falsehood.

Can you explain how telling lies is harmful and telling the truth is helpful?

Truth can be defined to mean that which is true. You have to learn to discover what is true about things. You should uphold the truth because it is the right thing to do. When you speak the truth you gain the respect of others. Based on their behaviour, individuals can be labeled as liars, vagabonds, drunkards, honest or truthful.

Everyone should desire to be **honest, respected** and **truthful**. In the future, when you establish your own family you have the responsibility to teach your children to be truthful. But, you do this provided that you are a truthful person. If you are not truthful, you cannot teach others the way to become truthful. Social norms and religions uphold truthfulness.

The law punishes people who tell lies. A witness in front of a court is expected to tell only the truth. Courts punish people who tell lies because it is an obstacle to delivering justice. Telling lies could help the offender but harm the innocent. Knowledge is a tool to differentiate between what is true and what is false.

? Form groups to discuss why it is necessary to tell the truth; and what will happen when we choose to tell false stories. Group leaders should present their ideas to the class.

CASE STUDY

Witnesses in court rooms put their hands on the Holy books of their religions to be sworn in to tell only the truth. A certain person who appeared before a court fabricated a story to favour the defendant whom he knew. In the process the judges were able to discover that his statements were all false. They proved this by asking him questions which revealed his falsity. Unable to get away with his lies, the person admitted his crime. The court sentenced him to prison for six months on the charge of obstruction to justice.

? Form groups to discuss why the court penalized this person. Do you think that the decision of the court was right? Why?

The Pursuit of Truth

REMEMBER

- Truth can be defined to mean that which is true.
- You have to uphold the truth.
- The law punishes people who to tell lies.
- Our social norms uphold truthfulness.
- Knowledge can enable one to identify liars from truthful persons.

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UNIT SUMMARY

In this unit, you learnt about the basis of knowledge and wisdom and the relationship they have with each other. You have explored formal and informal learning processes. The use of information and data for knowledge has also been examined. Through reading and studying you will build up your knowledge. The habit of reading is the gateway to success in life. In society, not all persons are truthful. Knowledge helps to distinguish between truth and falsehood.

GLOSSARY

Concept:	A general idea, thought, or understanding.
Data:	Information/facts.
Facts:	Information regarded as being true.
Generalization:	A general statement, principle, or opinion based on facts.
Harmful Traditional Practices:	Cultural practices which are harmful.
Learning:	A purposeful and conscious activity.
Poverty:	Inability to fulfill basic needs for life.
Pursuit:	Following an activity to achieve excellence.
Truthfulness:	The habit of telling the truth.
Wisdom:	The quality of being wise.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which one of the following statements defines knowledge?
   (*a*) to be wise in handling acquired knowledge for good use
   (*b*) understanding or learning that which is known
   (*c*) using data for a purpose
   (*d*) to be informed
2. Information means:
   (*a*) that which helps to conduct a survey
   (*b*) knowledge about a specific subject or situation
   (*c*) that which is obtained only through the internet
   (*d*) the technique that helps to acquire knowledge
3. Which one of the following statements is correct?
   (*a*) reading and studying are the same in all aspects.
   (*b*) when you study you read textbooks for pleasure or enjoyment.

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(*c*) reading and studying are sources of knowledge

(*d*) you learn only for your own personal benefit not for parents and the country

4. Which one of the following does not go together with truth?

(*a*) honesty (*b*) truthfulness

(*c*) knowledge (*d*) none

5. What will help you most in life?

(*a*) reading (*b*) studying

(*c*) observation (*d*) all

Part II – Matching

Column A	Column B
1. Wisdom	A. Applying knowledge for good use.
2. Learning that which is known	B. Obtained in schools
3. Formal learning	C. Knowledge
4. Life time process	D. Dangerous established belief
5. Harmful Traditional Practices	E. Informal learning

Part III – Short answers

1. What do you understand by knowledge?
2. How can you have wisdom?
3. Why should you tell the truth?
4. Why do you have to study your subjects?

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