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CIVICS AND ETHICAL EDUCATION

Student Textbook Grade 10

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Introduction

This book is written for students studying Civics and Ethical Education in Grade 10. 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.

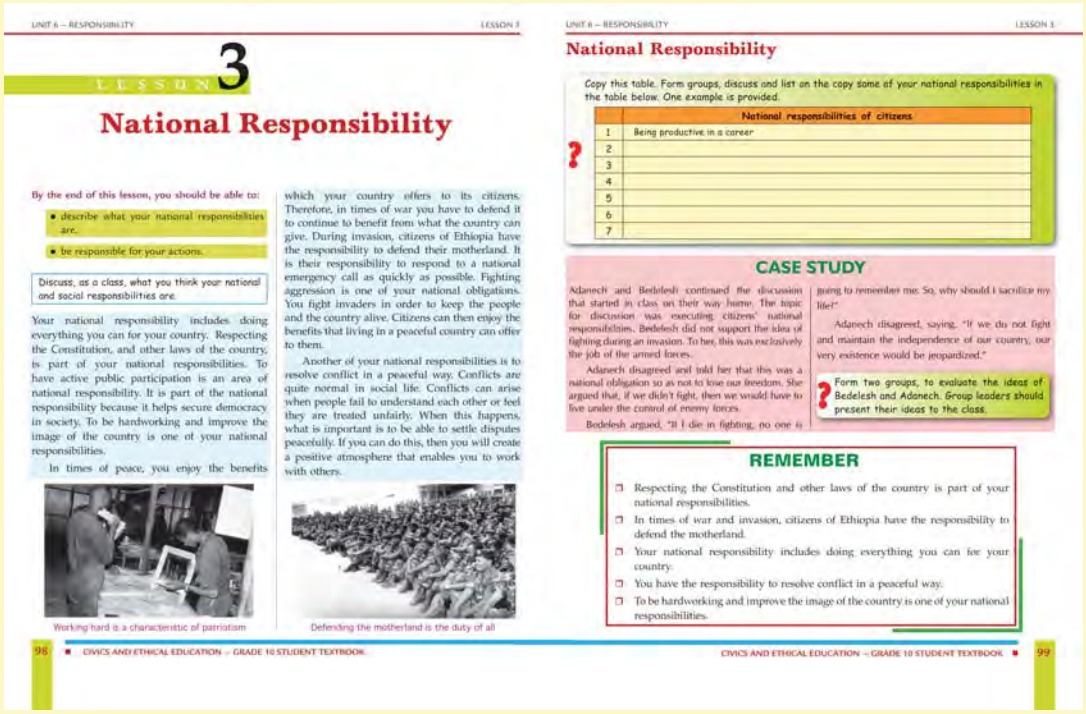
On many pages, you will find photographs or pictures which illustrate the topic you are studying.

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 6 – RESPONSIBILITY LESSON 3

LESSON 3

National Responsibility

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

- describe what your national responsibilities are.
- be responsible for your actions.

Discuss, as a class, what you think your national and social responsibilities are.

Your national responsibility includes doing everything you can for your country. Respecting the Constitution, and other laws of the country, is part of your national responsibilities. To have active public participation is an area of national responsibility. It is part of the national responsibility because it helps secure democracy in society. To be hardworking and improve the image of the country is one of your national responsibilities.

In times of peace, you enjoy the benefits which your country offers to its citizens. Therefore, in times of war you have to defend it to continue to benefit from what the country can give. During invasion, citizens of Ethiopia have the responsibility to defend their motherland. It is their responsibility to respond to a national emergency call as quickly as possible. Fighting aggression is one of your national obligations. You fight invaders in order to keep the people and the country alive. Citizens can then enjoy the benefits that living in a peaceful country can offer to them.

Another of your national responsibilities is to resolve conflict in a peaceful way. Conflicts are quite normal in social life. Conflicts can arise when people fail to understand each other or feel they are treated unfairly. When this happens, what is important is to be able to settle disputes peacefully. If you can do this, then you will create a positive atmosphere that enables you to work with others.

Working hard is a characteristic of patriotism

Defending the motherland is the duty of all

UNIT 6 – RESPONSIBILITY LESSON 3

National Responsibility

Copy this table. Form groups, discuss and list on the copy some of your national responsibilities in the table below. One example is provided.

	National responsibilities of citizens
1	Being productive in a career
2	
3	
4	
5	
6	
7	

CASE STUDY

Adanech and Bedelesh continued the discussion that started in class on their way home. The topic for discussion was executing citizens' national responsibilities. Bedelesh did not support the idea of fighting during an invasion. To her, this was exclusively the job of the armed forces.

Adanech disagreed and told her that this was a national obligation so as not to lose our freedom. She argued that, if we didn't fight, then we would have to live under the control of enemy forces.

Bedelesh argued, "If I die in fighting, no one is going to remember me. So, why should I sacrifice my life?"

Adanech disagreed, saying, "If we do not fight and maintain the independence of our country, our very existence would be jeopardized."

Form two groups, to evaluate the ideas of Bedelesh and Adanech. Group leaders should present their ideas to the class.

REMEMBER

- Respecting the Constitution and other laws of the country is part of your national responsibilities.
- In times of war and invasion, citizens of Ethiopia have the responsibility to defend the motherland.
- Your national responsibility includes doing everything you can for your country.
- You have the responsibility to resolve conflict in a peaceful way.
- To be hardworking and improve the image of the country is one of your national responsibilities.

Unit 1

Building a Democratic System

Introduction

In Grade 9, you learnt basic ideas about democracy and building a democratic system. In Grade 10, you are going to learn more about the details of democracy and democratic systems. It will be much easier to learn and more interesting if you take part in class enthusiastically.

Lessons

1. Principles and Values of a Democratic System
2. Rights
3. Obligations
4. Tolerance
5. The State in Ethiopia
6. Federalism in Ethiopia
7. Ethiopia's Foreign Relations

What you will learn

You will:

- understand the values and principles of a democratic system.
- recognize what is meant by rights and obligations.
- understand state formation in Ethiopia.

Key words and concepts

- Accountability
- Bilateral relations
- Executive
- Federal government
- Federalism
- Judiciary
- Legislative
- Majority rule
- Minority rights
- Multilateral relations
- Public participation
- Regional governments
- Repression
- Ruling party
- Sovereignty
- The 1960 coup d'etat
- Transparency
- Unitary
- Universal suffrage
- Winning party



Voting in elections — One of the pillars of democracy

LESSON 1

Principles and Values of a Democratic System

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

- describe the main principles and values of a democratic system.
- participate in the democratic process of your country within the limit of your capacity.

Did you see any examples of democracy in action during your vacation? Tell the class about them.

In Grade 9, you learnt about ancient and modern forms of democracy. The first form of democracy was direct democracy, while the modern form is indirect democracy. In this lesson, you will learn about the essence of democracy and the main principles and values of a democratic system. This will help you to participate in, and contribute to, the democratic process in your country. Today, the most widely practised form of democracy throughout the world is indirect democracy. When you reach the age to enjoy the right to vote, you will elect representatives to govern the country. The elected representatives make political decisions and formulate laws. This is the essence of modern democracy or representative democracy.

Representative democracy is characterized by the following principles and values:

- Wider public participation;
- The presence of universal suffrage;
- The presence of fair, free and periodic (regular) elections;
- Majority rule and minority rights;
- Transparency and accountability;
- The presence of multiparty competition or pluralism.

Let's see some of the details of the principles:

Public Participation

Democracy exists when you and others actively participate in the politics of our country. This is not limited to towns or major cities like Addis Ababa, Dire Dawa, Mekele or Baher Dar. The great majority of Ethiopians live in the countryside. They too have to participate to make democracy work in the country. This is what **public participation** means. If you fail to participate, then it will be difficult for democracy to become strong and work well. Public participation is one of the pillars of democracy. There are different forms of participation. Taking part in elections is one way. Debating on issues and policies is part of public participation as is participating in the administration of your kebele.

Principles and Values of a Democratic System



Voting is one of the democratic rights

? Form groups to discuss the ways you can have participation in your community. Group leaders should present their ideas to the class.

Universal suffrage and Majority rule

One of the features of democracy is universal suffrage. **Universal suffrage** means to have the *right to vote without discrimination*. In Ethiopia, you have the right to vote from *18 years of age and be elected from the age of 21.* Article 38, sub-article 1, of the Constitution says:

Every Ethiopian national, without any discrimination based on colour, race, nation, nationality, sex, language, religion, political or other opinion or other status, has the following rights:

(*a*) *To take part in the conduct of public affairs, directly and through freely chosen representatives;*

(*b*) *On the attainment of 18 years of age, to vote in accordance with law;*

(*c*) *To vote and to be elected at periodic elections to any office at any level of government; elections shall be by universal and equal suffrage and shall be held by secret ballot, guaranteeing the free expression of the will of the electors.*

You may be only three or four years away from participating in voting. During an election, the party which you support may not win a **majority vote**. So another party becomes the **winning party** in the election. In this case, people like you will be part of the **minority**, which means a smaller number or group.

The party that wins an election is called the winning party. So the **ruling party** is the winning party. As a ruling party, it has to rule the people without thinking about who voted in favour and against it. Both those who voted for the ruling party and those who voted against it are citizens of the same country. The ruling party has to treat all citizens equally. **Minority rights** are protected by the Constitution. This is what is called **majority rule** and **minority rights**. It is not in the nature of democratic government to suppress any group in society. When a minority group is suppressed, then democracy is also suppressed.

? Form groups to discuss what you understand by universal suffrage and majority rule. Group leaders should present their ideas to the class.

Fair, Free and Periodic Elections

One way to ensure a democratic system is through **fair, free** and **periodic elections. Fair** election is conducted when parties in an election are treated equally. **Free** election is conducted when there is no threat, intimidation, or harassment on party candidates and their followers, and when they are able to campaign without problems. **Periodic** elections means conducting elections regularly. Most democratic countries conduct elections every four years. Some countries have elections every five years, as in Ethiopia.

Fair and free elections are carried out when the Constitution and the rule of law are observed

Principles and Values of a Democratic System

by citizens and government institutions. So, you will have the right to participate in free, fair and regular elections when you are eighteen.

Transparency and Accountability

A democratic government is open and explains what it is doing. The people have the right to get information and inspect how government works. This way, government can be **transparent.** For a government to be transparent, it has to be open to the people, hold public meetings and debates, and allow citizens to attend and participate.

In a democracy, the press and the people have access to information about what is happening in the country and in government. This is called **transparency.** It imposes the responsibility on elected officials to do what is right. Officials have to work by respecting the will of the people. They have to exercise power according to the Constitution. Officials are accountable to the people. **Accountability** is a situation in which elected officials are responsible for their actions and decisions. The Constitution has this to say under Article 12, sub-article 1 and 2:

1. *The conduct of affairs of government shall be transparent.*
2. *Any public official or an elected representative is accountable for any failure in official duties.*



Queuing to vote

Multi-party Democracy

A democratic system is a system of choice. You freely choose from among the parties which contest for power. One requirement of democracy is to have more than one competing party. When many parties are competing during an election, the people have the opportunity to critically evaluate party programs and choose the party which has the best program for the country. This practice is called a **multi-party** democracy or pluralism. **Pluralism** allows more than one party to run for election. Multi-party democracy offers real choice to people. It also offers the opportunity for the parties that are not in the government to challenge the ruling party.

? Copy the table on the next page. Make six groups, discuss and list on the copy the characteristics of democracy under each heading. Examples are provided. Pick one heading each to discuss and give feedback to the class.

Principles and Values of a Democratic System

	Public participation	Universal suffrage	Majority rule	Transparency	Accountability	Multi-party democracy
1.	Discussing and issue	Voting	Ability to decide	Open for scrutiny	Answerable to the public	Presence of different choices
2.						
3.						
4.						
5.						
6.						

CASE STUDY

Election for School Council

In November 2008, students in a high school were involved in electing school council leaders. The campaign went on for some days. Out of a dozen students who campaigned, six remained as finalists. The candidates ran a strong campaign with their supporters. The school was busy on those days. They made speeches to all the students using the school's loud speakers.

All, except one, made closing speeches saying "Please vote for me." But the last speaker said "Don't vote to please me, but vote to please you, and the only candidate, who is here to please you, is in fact me." Everyone stood up clapping, and shouted loudly in appreciation of his speech.

Voting was arranged in each class. The classes were converted to voting stations. Students went back to their respective classes. Home room teachers handed the voters the voting cards and told them how to fill them out and to choose whoever they wanted. The students then voted secretly. Voting was closed, then the home room teachers and class representatives took the ballot box to the student council office. The counting was conducted in the presence of observers and those who campaigned.

Urgessa got 1127 votes, Tenkir got 923 votes, Ayechew got 512 votes, Fatuma got 458 votes, Gedey got 354 votes, and Berkessa got 339 votes. Those who got the top five votes became members of the school council leadership. Thus, Urgessa became the chairman, Tenkir co-chairman, Ayechew secretary, Fatuma cashier and Gedey became an auditor.

The student council with the five elected officials, plus class representatives, formed the school council. The council involved the class representatives on all matters. The class representatives presented the students' cases to the council for discussion and decision. The class representatives also told students about the council's decisions. All students participated in the council through their representatives. This is an example of how representative democracy works.

Principles and Values of a Democratic System

You have seen how representative democracy works in the student council. Now form groups to discuss and compare how representative democracy works in your kebele and woreda councils. Examples are provided. Group leaders should present their ideas to the class. Record your answers on a copy of this table.

Representative Democracy

	School	Kebele	Woreda
1.	Parent teacher association	Kebele administration	Woreda administration
2.			
3.			
4.			
5.			
6.			

REMEMBER

- Public participation is one of the pillars of democracy.
- Universal suffrage means to have the right to vote without discrimination.
- The party that wins an election is called the winning party.
- Minority rights are protected by the Constitution.
- Transparency is a situation in which officials' performance is open to scrutiny.
- Accountability is a situation in which officials are responsible for their actions and decisions.
- Pluralism allows more than one party to run for election.
- The ruling party is the winning party.
- Democracy exists when you and others actively participate in the politics of our country.

LESSON 2

Rights

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

- describe the interdependence between democratic and human rights.
- explain why it is sometimes necessary to limit rights.
- defend your human and democratic rights.

What rights do you think you have as a human being and as a citizen? As a class, with the help of your teacher, prepare a list of your rights on the board.

In Grade 9, you learned about some of your rights listed in the Ethiopian Constitution. In this lesson, you will learn more about these rights and their types. You will also learn about the differences and the interdependency between the different rights. You will also learn ways of using and defending these rights.

Human rights

In the FDRE Constitution there are long lists of human and democratic rights. Human rights include the right to life, the right to liberty and the right to equality. In a democracy, these rights are essential for citizens. You enjoy these rights because you deserve them.

Human rights can be defined as rights that universally belong to people regardless of sex, race, colour, language, national origin, age, religion or political beliefs. As a citizen, you have the right to life. This means that you have the unconditional right to exist.

Your life is your most valuable possession. You also have the rights to liberty and equality as they belong to others. These rights are important for any democratic citizen, so you can enjoy them. When you are able to defend these rights, you can continue to use them.

The Constitution states the range of human rights citizens have. Article 17, sub-article 2 expresses the right to liberty as follows:

No person may be subjected to arbitrary arrest, and no person may be detained without a charge or conviction against him.



Life is the most valuable possession — traffic police helping citizens cross a busy road

Rights

Form groups to discuss in what ways human rights are essential to you. Group leaders should present their ideas to the class.

Democratic rights

There is a long list of democratic rights in the Constitution. Democratic rights include the right to vote and to be elected, child rights, the right to property and rights of nationality. Regarding the right to property, the Constitution states as under the Article 40, sub-article 1:

Every Ethiopian citizen has the right to the ownership of private property. Unless prescribed otherwise by law on account of public interest, this right shall include the right to acquire, to use and, in a manner compatible with the rights of other citizens, to dispose of such property by sale or bequest or to transfer it otherwise.

The indivisibility of rights

Human and democratic rights are interdependent. For example, your right to life and equality are part of your human rights. The rights to property and child rights are part of your democratic rights. Your right to equality (human right) can be respected when your rights to property and nationality (democratic right) are respected. So, it is not possible to respect your rights to life and equality without respecting your rights to property and nationality. In other words, it is the prevalence of democratic rights that ensures the respect of human rights. This shows that the different rights stated in the Constitution are interrelated, thus indivisible.

Whatever rights you may have, there are always some limitations attached to them. There is no such thing as an absolute right. This is because





Citizens should have equal opportunities to access education

Rights

the rights you have are shared with others. So you can enjoy your rights as long as you do not affect others' ability to use the same rights.

The Ethiopian Constitution expresses human and democratic rights as fundamental rights and freedoms of citizens. These rights constitute the fundamental principles of the UN Universal Declaration of Human Rights (UDHR). Ethiopia has ratified some of the international instruments which are part of UDHR. Article 13, sub-article 2 of the Constitution states:

The fundamental rights and freedoms specified in this Chapter shall be interpreted in a manner conforming to the principles of the Universal Declaration of Human Rights, International Covenants on Human Rights and International instruments adopted by Ethiopia.

Copy this table. Make groups, then discuss and list on the copy some of your rights and how you use them without affecting the rights of others. Examples are provided.

	Your Human Rights	What you are not allowed to do against others
1	Right to life	Kill anyone
2		
3		
4		
5		
6		
7		
8		

	Your Democratic Rights	What you are not allowed to do against others
1	Right to speech	Obstruct others from expressing ideas
2		
3		
4		
5		
6		
7		
8		





Citizens should have the opportunity to own their own property

Rights

CASE STUDY

Use your rights

During a school council election, a Grade 10 student, Emmanuel, quarrelled with a friend called Matios. Emmanuel asked Matios to vote for his relative who was running for the presidency. Matios disagreed with Emmanuel and wanted to elect another candidate of his own choice. The candidate Matios voted for won the election by one more vote.

Emmanuel became bitter and told Matios that, if he had voted for his relative, he could have won the election and become president of the school council. Emmanuel became emotional and insulted his friend and wanted to start a fight with him. Matios left his friend and went home.

Next day, Matios presented this case to the civics and ethical education teacher and the students in his class. The students discussed this issue and criticized Emmanuel for behaving undemocratically. The teacher also criticized him because he had failed to respect Matios's right to make a free choice.

? Form groups to discuss how Emmanuel and Matios behaved and list down the actions and attitudes of each. Group leaders should present their ideas to the class.



Students involved in class discussion

REMEMBER

- The right to life, liberty and equality are part of your human rights.
- Democratic rights include the right to vote and to be elected, child rights, the right to property and rights of nationality.
- Human and democratic rights are interdependent, thus indivisible.
- Human rights can be defined as rights that universally belong to people regardless of sex, race, colour, language, national origin, age, religion, or political beliefs.
- Democratic rights could be defined as rights one enjoys as a member of a democratic political community.

© MOE Not to be

LESSON 3

Obligations

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

- state what your obligations are as citizens of this country.

Can you list some of your obligations as citizens and share them with the class?

In Grade 9, you learnt some basic ideas related to obligations. You saw that obligations are duties to be fulfilled. You also realized that your obligations are related to the rights you enjoy. In this lesson, you are going to learn more about the need to respect the rights of all citizens.

The Constitution imposes on us the need to respect the rights of others. You can exercise your rights, but you have a duty to fulfill certain obligations. For instance, you have the obligation not to damage school facilities or destroy household or community properties. You have the duty to keep yourself and your surroundings clean and neat. You have the obligation to make your environment a safe place to live in. A democratic citizen fulfils his/her obligations and persuades others to do the same.

You have an obligation to respect the rights of others. As you saw in the previous lesson, respecting the rights of others means respecting their human and democratic rights. It is a constitutional violation to deny your classmates, or those in your kebele, any of their rights. The right of thought, opinion and freedom of expression are citizens' democratic rights. Thus, you have to respect these rights.

Your friends may belong to different associations and clubs at school. They may choose to join the agriculture club to learn more about how trees grow and help to get more rain. You may prefer to join the literature club to write short stories and poems to read to students. You have made your own free choice as they have made theirs. You have the obligation to respect each others' choices.

You also have to respect the rights of nations, nationalities and peoples of Ethiopia as we are all equal. In your class and kebele there are students who belong to different nationalities. You have to respect their rights. The Constitution imposes obligations on citizens to undertake some tasks. You have the constitutional obligation to respect the human rights of ethnic, religious or linguistic minorities. The Universal Declaration of Human Rights of the UN requires governments and persons to respect such rights.

The UN declaration on the Rights of Persons Belonging to National or Ethnic, Religions or Linguistic Minorities under its Article 1 reads:

States shall protect the existence and the national or ethnic, cultural, religions and linguistic identities of minorities within their respective territories and

Obligations

shall encourage conditions for the promotion of that identity.

This is part of the international agreement that Ethiopia has ratified and has the duty to promote in the interests of its own people. Others have the obligation to respect your rights just as you respect theirs. Do not forget that the purpose of learning about your rights and obligations is not only to study them, but to translate them into practice.

Copy this table. Form groups, discuss and list on the copy the rights and obligations you have in class, school and the community you live in. Examples are provided. Share ideas in a whole class discussion.

	Rights at school	Obligations at school	Rights at home	Obligations at home	Rights at kebele	Obligations at kebele
1	To be free from corporal punishment	To respect the school rules and regulations	Family support for education	Participating in home chores	To be considered as citizens of the kebele	Participating in cleaning campaign
2						
3						
4						
5						

CASE STUDY

Stereotyping — Wrong Behaviour

A group of three students, Tabor, Zeynedin and Megerssa, started joking about the way people of different nationalities talk. They imitated some of them and were joking about how they speak and act. Some students reacted to the jokes and started to do the same on the nationalities of those who started it. The class atmosphere became very uncomfortable.

Fikria, a student known for being fair and sober, asked her classmates to calm down. She said, "In Grade 9 we learned that democracy is based on the belief that all men are equal, so it is wrong to joke about the way people speak and act."

Students were listening to her attentively. The class atmosphere became normal by the time the civics and ethical education teacher arrived. Fikria explained to him what had happened. The teacher had to tell to students that stereotyping is a behaviour which is undemocratic and should be avoided. He emphasized to his students that respect for the culture of different nationalities is a fundamental principle of democracy.

Obligations

Form groups to discuss why it is wrong to joke about other nationalities. Group leaders should present their ideas to the class for discussion.



Ethiopia — Home to different cultural groups

CASE STUDY

GTZ for Clean Addis

Addis Ababa is the capital city of Ethiopia and Africa. Addis Ababa is a unique city. It is a city established and built by its own people with indigenous knowledge. Most African cities were established during the colonial period. Addis Ababa, as a city, is over 120 years old. It is a relatively young city and one of the world's diplomatic hubs. It is home to the Headquarters of the African Union, the United Nations Economic Commission for Africa (UNECA) and others. The number of diplomatic missions residing in Addis is greater in number than in any other African country.

GTZ is a German governmental organization that takes part in a number of development projects in Ethiopia. It is also playing its part to make Addis Ababa cleaner. It has built roadside trash bins in the city. They are colourful and read — "Keep Addis Clean!" This reminds pedestrians to play a role in keeping Addis Ababa clean as the city belongs to them.

It is part of the obligation of the residents of Addis Ababa to keep their city clean when organizations like GTZ play a role as a stakeholder.

Obligations

Copy this table. Form groups to discuss what you can do to keep the local area you live in tidy and list some of them on the copy of the table. One example is provided.

	What you can do to tidy your local area
1	Not dropping rubbish on the street
2	
3	
4	
5	
6	
7	



Keep Addis Clean! (GTZ) bins on the roadsides of Addis Ababa

REMEMBER

- You have an obligation to respect the rights of others.
- You have an obligation to keep yourself and your surroundings clean and neat.
- You have an obligation to respect the rights of nations, nationalities and peoples of Ethiopia.
- Respecting the rights of citizens means respecting all their rights.
- You have an obligation to make your environment a safe place to live in.
- Respecting the rights of others means respecting their human and democratic rights.

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LESSON 4

Tolerance

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

- explain the importance of tolerance of diversity.
- describe the implications of tolerance of diversity for a multicultural country like Ethiopia.
- be tolerant of cultural differences.

How important do you think it is to tolerate diversity in Ethiopia? What will happen if you are not tolerant of cultural diversity in society?

In Grade 9, you learnt the concepts of diversity and tolerance. You know that diversity means to be different from others in culture and in opinions. Tolerance means accommodating these differences and being able to live with others in peace. You were also taught that diversity and tolerance are part of the values of democracy.

In this lesson, you will learn why tolerance is necessary for social change and peace in Ethiopia. Moreover, you will learn how tolerance is particularly important in a multicultural society like Ethiopia. This lesson will help you develop the knowledge and skills you need to help build a tolerant and developing society.

Tolerance is one of the values of democracy. You need to practise it. No two individuals can have identical viewpoints and aspirations in life. This is true with every one of you. But, you live together with the help of tolerance. You can develop tolerance when you are able to listen to others. In Ethiopia, there are over eighty cultural groups having different languages and ways of life. Although they have different cultures, they have only one homeland that they share in common with others.

So, Ethiopia has to be a comfortable place for them to live in with respect and dignity. This is achieved when citizens give the respect



There are different cultures in Ethiopia of which this is one

Tolerance

that others deserve. In this way Ethiopians can develop shared values and a common destiny. As a citizen you have to be able to see that all cultures are equal. Moreover, you have to respect others' rights to have different opinions to yours. You must learn to accept diversity starting with school life. When you can do this, the school will be a peaceful place of learning. In your community you have to respect the cultures of others. Diversity is valuable and tolerance is a way to create peace and promote development.

Ethiopia will be a land of peace and prosperity when its citizens learn to be tolerant with one another. Ethiopia is the sum total of its different nations, nationalities and peoples, and their ways of life.

Think about Ethiopia as a human body. A person remains healthy and active when all his body parts function in a healthy way. A small wound on any part of the body could affect one's health seriously, so it needs treatment. Untreated, the person could suffer and even die.

In a similar way, if members of a certain cultural group in Ethiopia believe that they are not treated fairly and equally, this is a sign of social sickness. This could lead to serious social problems. Therefore, solutions should be put in place to avoid these social ills. The treatment of such problems has to start with every citizen.

You should learn to respect the rights of every individual. You have the responsibility to be sensitive on such matters. You should play the role that contributes to bringing people together rather than setting them apart.

Copy this table. Form groups to discuss the diversities you see in your school and surroundings and ways of handling them. An example is provided. Write your answers on a copy of the table.

	Diversity	Tolerance/way of handling
1	Gender differences	Avoiding discrimination between boys and girls
2		
3		
4		
5		

CASE STUDY

Culture meets culture

In 2008, during the semester break, students organized an educational trip to Agere Mariam on the road to Moyale. The students fixed their tents and camped on the football field of the school. One of their plans was to learn more about the different cultures of Ethiopia in local villages.

They visited Kelenso on Wednesday, the weekly market day of the village. They had the chance to see many people coming from the surrounding area to buy and sell goods in the market. The students saw camels. For most, it was the first time to see such a huge animal. They saw people eating camel

Tolerance

meat in the open-market. Some of them tasted camel milk but did not taste the meat.

A farmer called Gemede Elema was happy to see them coming to visit the place and invited them to his home. A variety of food was presented to them including injerra and wat. There was also worque, a favourite local food. Only a few tried it but didn't like it. But the students behaved positively towards the food so as not to offend their hosts. Before departing, they thanked Ato Gemede and his family. They departed with a memory that lived with them for a long time.

Copy this table. Form groups to discuss and list down what possible lessons the students could have learnt from this visit. An example is provided. Write your answers on a copy of the table.

	Cultural similarities	Cultural differences
1	Members of a family live together	The way of dressing
2		
3		
4		
5		

CASE STUDY

Mohandas (Mahatma) Gandhi (1869 – 1948), a great leader who taught tolerance as a way for social peace

Mohandas Gandhi was the world's leading exponent of the strategy of passive resistance — the attempt to change unjust laws through non-violent civil disobedience. Gandhi began his political activism not in India, but in South Africa, where he was a successful lawyer and leader in the Indian community.

It was in South Africa, in 1907, that he organized his first campaign of civil disobedience, and this *satyagraha*, or "clinging to the truth", was so successful that the South African government agreed to alleviate anti-India discrimination. In 1915, Gandhi returned to India a famous man.

He became known as *Mahatma*, or "great soul", and his influence was so considerable that he could exact democratic concessions from the British government of India by merely threatening to fast to death. Not only was he the spiritual leader of the Indian people, but he was the leader of the Indian National Congress and was a principal participant in the post World War II conferences that led to India's independence and the creation of a separate Muslim state, Pakistan.

When there was violence between Muslims and Hindus, Gandhi used his influence to help control it, often resorting to fasts and prayer meetings. It was during one such prayer meeting that he was assassinated. Gandhi altered the courses of nations:

Tolerance

his extraordinary power came not through guns, but through his ability to bring out the best in people by setting the highest standards for his own life.

Source: Brooke Noel Moore and Kenneth Bruder: Philosophy: *The Power of Ideas*. 6th ed. 2005.

Form groups to discuss what lessons you learn from Mahatma Gandhi's role to keep young India a peaceful country.

REMEMBER

- Tolerance is one of the values of democracy.
- In Ethiopia, there are over eighty cultural groups with different languages and ways of life.
- Diversity is valuable and tolerance is a way to create peace and promote development.
- Ethiopia is the sum total of its different nations, nationalities and peoples and their ways of life.
- Ethiopia will be a land of peace and prosperity when its citizens learn to be tolerant with one another.

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LESSON 5

The State in Ethiopia

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

- explain the history of state formation in Ethiopia.
- describe the kind of governments that existed in Ethiopia until 1991.
- explain the struggle that Ethiopian people had against autocratic governments.
- explain the transition to democracy and its contribution to transparency and accountability.

Can you say something about the history of state formation in Ethiopia and the struggle of the people against autocratic governments?



The church of Lalibella — One of the legacies of the Zagwe dynasty

In Grade 9, you were taught about the different autocratic governments which existed in Ethiopia before 1991. These governments were repressive because the human rights of the people were seriously violated.

In this lesson, you will learn more about the types of governments that existed in the past. You will also examine the struggles made against autocratic rules and the transition to democracy.

Ethiopia, as one of the ancient states in the world, has a long history which goes back to well before the time of Axum. Axum was one of the many civilizations of Ethiopia. The monuments of Axum and other historical landmarks in the north were built during the period when Axum was the centre of power. From Axum, there was a shift of power southward to Wag and then to Lasta. Hence, the establishment of the Zagwe Dynasty.

The Zagwe Dynasty, under king Lalibella in Lasta, constructed the wonderful monolithic stone churches. Then the centre of power shifted from Lasta to Shewa and eventually to Gondar. For a long time, Gondar was the power centre. The kings of Gondar constructed the imperial castles. Many of these castles are found in the centre of Gondar itself. There are a number of castles outside the city and as far away as the western side of Lake Tana. One such castle is Susenios castle.

The State in Ethiopia



Tewdros II



Yohannes IV

The coming into existence of the modern Ethiopian state is more closely related to, and dependent on, the events that took place in the 19th and 20th centuries.

The three empire builders of the 19th century played a significant role to bring back and reunite some of the ancient parts, consolidate, and expand Ethiopia to its present form. The emperors were Tewdros II, Yohannes IV and Menelik II. The history of Ethiopia predominantly bears the names of these emperors.

The fourth emperor who ruled Ethiopia was Haile Selassie I. He ruled Ethiopia for a period longer than that of the three emperors put together.

During Haile Selassie's rule, the demand by the people for freedom and improved living conditions was met with repression. The Emperor's autocratic rule made the situation of the country even worse. Peasant uprisings and students' movements spread throughout Ethiopia.

The recurrence of the peasant uprisings and the spread of the students' movements made the Emperor's regime very shaky. Unable to stop the uprisings and the students' movements, the regime's foundations began to crack. In 1960, the Imperial Bodyguard staged a failed military coup d'etat and killed important officials of the king. This in turn added more fuel to the movements against the autocracy. This was followed by the popular uprising of 1974.

However, the revolution was hijacked by the military junta called the Derg. Derg is known for its repression and bloody rule. It became even more cruel than Haile Selassie's rule.

The repressive rule of the Derg forced many to take arms and engage in fighting. Pockets of armed struggle began to attract more people and become forces to shake the regime. In the final years of the Derg, the Ethiopian Peoples' Revolutionary Democratic Forces (EPRDF) was formed to coordinate the armed struggle of different groups against the military dictatorship. After seventeen years of dictatorial and autocratic rule, the Derg disintegrated and its rule collapsed in 1991. After the fall of the Derg, which was followed by a

The State in Ethiopia



Menelik II



Emperor Haile Selassie I

transitional government, democratic rule was established in the country.

In the 1995 Constitution, the government expressed its commitment to uphold democracy and declared Ethiopia a democratic country. Hence, the Federal Democratic Republic of Ethiopia (FDRE) was set up. As a result, political parties were established and a free press began to circulate for the first time. This has created political inspiration among the people.

Copy this table. Form groups to discuss and list down the differences between the autocratic, dictatorial and the rule under the FDRE. Examples are provided. Write your answers on a copy of the table.

	Autocratic rule	Dictatorial rule	Rule under the FDRE
1	Rule by a feudal king	Rule by the military clique	Rule by winning party
2			
3			
4			
5			

CASE STUDY

The Opposition Parties in the Parliament

The 1995 Constitution of Ethiopia established a two-house parliament. The House of Peoples' Representatives (HPR) and the House of Federation (HF) constitute the Ethiopian Parliament. Members of the HPR, the legislative body, are elected by the people. Those elected to the HPR are members of

The State in Ethiopia

the ruling party and the opposition parties.

For the opposition parties to make a difference, they need to have many more members in the parliament. For democracy to hold in society, parties in opposition should be strong to influence the policies of the ruling party.

? Form groups to discuss the role of the opposition party in the parliament and its contribution to democracy. Group leaders should present their ideas to the class.

REMEMBER

- Ethiopia has a long history but a great deal was not recorded.
- Ethiopia was one of the ancient states in the world.
- The coming into existence of the modern Ethiopian state is more closely related to, and dependent on, the events that took place in the 19th and 20th centuries.
- The recurrence of the peasant uprisings and the spread of the students' movement made Haile Selassie's regime very shaky.
- In 1960, the Imperial Bodyguard staged a failed military coup d'etat and killed important officials of the king.
- Derg is known for its repression and bloody rule.
- After the fall of the Derg, a democratic rule was established in the country.



Derg's attempt to suppress peoples' claim for their legitimate human and democratic rights

LESSON 6

Federalism in Ethiopia

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

- explain the political status of the federal and regional states of Ethiopia.
- describe the structure set up to avoid the abuse of power by the government.
- list the instruments which are in place to safeguard the rights of citizens in Ethiopia.

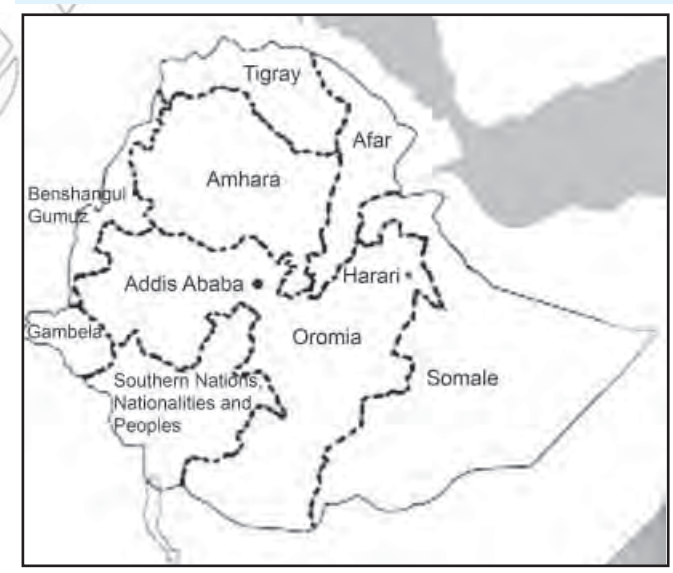
Can you describe how federalism works in Ethiopia?

The collapse of the Derg brought change in Ethiopia. After the Derg, the unitary system of government was replaced by the federal system of government. Federalism is the principle that promotes the division of power between Central (federal) and Regional Governments. Federalism coordinates the central and regional authorities so that they work together for a common goal. The Federal (central) and Regional Governments in Ethiopia have specific areas of authority. The functions and authority assigned to the Federal and the Regional Governments are stated in the Constitution. Today, in Ethiopia, there are nine Regional Governments which form the Federation.

The Federal Government and the Regional Governments (states) have legislative, executive and judiciary branches. The Regional Governments have their own constitutions and flags.

The states are:

1. The State of Tigray.
2. The State of Afar.
3. The State of Amhara.
4. The State of Oromia.
5. The State of Somale.
6. The State of Benshangul Gumuz.
7. The State of the Southern Nations, Nationalities and Peoples.
8. The State of the Gambela Peoples.
9. The State of the Harari People.



Map of Ethiopia showing the Regional States

Federalism in Ethiopia



One of the federal states - Harari

There are exclusive authorities assigned to the Federal and Regional Governments. The distribution of power between the Federal and Regional Governments helps to control the abuse of power because it is believed that one checks the power of the other. In the classical sense, the system of checks and balances operates between the three branches of government. According to this principle, the legislative, executive and judiciary branches work together to avoid the monopoly of power by any one of them. In this regard, the Federal Constitution under Article 72, sub-articles 1 and 2, has this to say:

1. *The highest executive powers of the Federal Government are vested in the Prime Minister and in the Council of Ministers.*
2. *The Prime Minister and the Council of Ministers are responsible to the House of Peoples' Representatives. In the exercise of State functions, members of the Council of Ministers are collectively responsible for all decisions they make as a body.*

This shows an aspect of checks and balances. The Prime Minister (PM) is head of the Executive organ of government. The HPR is the Legislative organ of government. The above article gives the HPR authority to check the workings of the PM and members of his cabinet.

Regarding the Judiciary, Article 79, sub-articles 1, 2 and 3 state:

1. *Judicial powers, both at Federal and State levels, are vested in the courts.*
2. *Courts of any level shall be free from any interference of influence of any government body, government official or from any other source.*
3. *Judges shall exercise their functions in full independence and shall be directed solely by the law.*

In order to safeguard the rights of citizens, and as a result of the federal democratic system, different institutions are in place. They include the Human Rights Commission, the office of the Ombudsman and the Ethics and Anti-Corruption Commission which contribute to check the abuse of power and corruption by officials.

? In groups, undertake research into the roles of the three institutions and present your findings to the class.

CASE STUDY

The State of the Harari People

The Harari Regional state is found in the eastern part of Ethiopia. It is a city-state encompassing the nearby kebeles of farmers. It is the smallest of the nine Regional States that form the Federal Democratic Republic of Ethiopia. Like all the other Regional states, the Harari Regional state has its

Federalism in Ethiopia

own constitution and flag. The state of the Harari people is surrounded by the Oromia state. The capital city of the state is Harar, a city which is one of the ancient cities in this part of Africa.

The government of the Regional state manages most of its domestic matters on its own. The state collects most of the tax revenue and runs a police force and the judiciary system. It also undertakes development projects to improve the condition of the people. The Harari people have the right to administer themselves due to the federal system set up in the wake of the 1995 Constitution.

? Form groups to discuss and list what the Harari Regional State is doing to improve the living conditions of its people. What more do you think the state of the Harari People could do for the people? Group leaders should present their ideas to the class.

? Copy this table. In these groups, examine how the State of the Harari People exercises its constitutional rights to administer the region. List on the copy with the help of your teacher, some of the rights that the state enjoys. One example is provided.

	The constitutional rights of the state of the Harari People
1	To administer themselves
2	
3	
4	
5	
6	
7	

REMEMBER

- The collapse of the Derg brought change to Ethiopia.
- Federalism is the principle or idea regarding the division of power between Central (federal) and Regional Governments.
- The Federal and Regional Governments in Ethiopia have specific areas of authority.
- Today, in Ethiopia, there are nine Regional Governments which form the federation.
- The Federal Government and the Regional Governments (States) have legislative, executive and judiciary branches which check one another.
- The office of the Human Rights Commission, Ombudsman and the Ethics and Anti-Corruption Commission contribute to check the abuse of power by officials.

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LESSON 7

Ethiopia's Foreign Relations

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

- explain the importance of international conventions and agreements in guiding foreign relations.
- describe one of the main purposes of Ethiopia's foreign relations in promoting the development of the country.

What do you know about international conventions, agreements and sovereignty?

Ethiopia has a long tradition of foreign relations. Beginning in the 20th century, Ethiopia's foreign relations started expanding a great deal. The second half of the 20th century showed the growing trend for the need to develop international conventions and agreements. These are international instruments that help agreements between countries to be more binding and effective.



The Ethiopian Embassy in Djibouti

Ethiopia has signed a number of international conventions and agreements such as the Universal Declaration of Human Rights, UN Conventions on Child Rights and the Rights of Women. These help countries work together to consolidate and promote international peace and stability.

Foreign relations help countries work for mutual benefits. Ethiopia's foreign relations have helped to attract foreign investment. With foreign investment, new technology comes into Ethiopia. At present, in Ethiopia, there are many foreign companies that have invested in infrastructural development such as roads and hydroelectric power. When companies of different countries enter into economic and cultural relations, the principle that guides them is mutual benefit. In doing so, they support each other's peace and stability and this benefits both. They support each other's sovereignty to protect their mutual interests. Sovereignty refers to the preservation of a country's independence and its unrestricted rights to deal with other countries. Such relationships are the foundations for world peace and for the promotion of mutual development of countries.

? Copy the table on the next page. Form groups to list on the copy some of the international conventions and agreements that Ethiopia has ratified (accepted) and their benefits to the country. One example is provided.

Ethiopia's Foreign Relations

	International conventions and agreements	Benefits
1	Convention on the Rights of the Child	Children's rights are protected by law
2		
3		
4		

CASE STUDY

The Kuwait Fund in Ethiopia

One of the richest states in the Persian Gulf region is Kuwait. Its wealth is based on oil. It has a small population, whose per capita income is one of the highest in the world. Its leaders have earmarked billions of dollars to help people in poor countries. The organization in charge of this task is called the "Kuwait Fund." It has the slogan that says "The Kuwait Fund helps people to help themselves." The Kuwait Fund has been involved in Ethiopia in helping a number of projects. The construction of the new International Terminal built at Bole is one that the Kuwait Fund financed. This has been possible because of the good foreign relations that Ethiopia has with Kuwait.

Copy the table below. Form groups to discuss and list down some of the mutual benefits that Ethiopia and other countries obtain from their relationships. One example is provided. Write your answers on a copy of the table.





The modern International Terminal of Bole

	Trade relation and projects undertaken	Benefits for Ethiopia	Benefits for other countries
1	Kuwait Fund — Construction of new terminal at Bole Airport	Enhances the Ethiopian airlines system	Better air service in Ethiopia
2			
3			
4			

Ethiopia's Foreign Relations

CASE STUDY

Resources mobilized from bilateral donors from the year 1991/92 – 2000/01

Fiscal year	Million USD
1991/92	253.00
1992/93	409.20
1993/94	97.24
1994/95	259.40
1995/96	314.30
1996/97	265.73
1997/98	230.14
1998/99	346.90
1999/00	166.93
2000/01	157.76
Total	**2,500.60**

Source: Merewa, A Quarterly Magazine. Jun, 2002.

? Why do you think Ethiopia received these resources? Discuss in groups. Group leaders should present their ideas to the class.

REMEMBER

- Ethiopia has a long tradition of foreign relations.
- Sovereignty refers to the preservation of a country's independence and its power to deal with other countries.
- Beginning in the 20th century, Ethiopia's foreign relations expanded.
- The second half of the 20th century showed the growing trend for the need to develop international conventions and agreements.
- Ethiopia has signed a number of international conventions and agreements.
- Foreign relations help countries to work for mutual benefits.



Ethiopian Airlines connects Ethiopia with the rest of the world

UNIT SUMMARY

In this unit, you have learnt more about democracy and how a democratic system works. You have learnt about the essence of democracy and the principles and values of a democratic system. Your knowledge of the interdependence and differences of human and democratic rights will help you to play a constructive role in society. Your knowledge about rights and tolerance are key to living in peace with others. You have learnt how the Ethiopian state has evolved. You have also seen that repressive rule forced Ethiopian people into armed struggle. Through armed struggle, a democratic system was eventually established. You have learnt how the federal form of government in Ethiopia contributes to checking the abuse of power by officials. You have also seen that foreign relations are tools to promote development and maintain the sovereignty of the country.

GLOSSARY

Accountability:	When officials are responsible for their actions and decisions in a democracy.
Bilateral relations:	Relations between two countries.
Executive:	The branch of government that implements laws.
Federal government:	The government at the centre which works closely with regional governments.
Judiciary:	The branch of government that interprets laws.
Legislative:	The branch of government that formulates laws.
Majority rule:	When government's decision is made on the basis of a majority vote in a democracy.
Minority right:	Respecting the rights of a minority in a democracy.
Multilateral relations:	Relations between more than two countries.
Regional government:	Governments which have power to undertake matters at a regional/state level.
Ruling party:	The party that rules democratically because it has won the election.
Sovereignty:	The preservation of a country's independence and its power to establish relations with other countries.
Transparency:	Allowing people to know what is happening in their country under democracy.
Unitary:	When only one layer of government exists and the central government controls everything.
Universal suffrage:	The act of voting during elections by all citizens who are above a given age limit in democratic societies, *e.g.*, eighteen in Ethiopia.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which one of the following is not a value of a democratic system?
   (*a*) citizens rights (*b*) tolerance
   (*c*) duties of citizens (*d*) none
2. Which one of the following is not an essential principle of democracy?
   (*a*) public participation
   (*b*) irregular elections
   (*c*) universal suffrage
   (*d*) multiparty competition
3. Democracy does not protect one of the following:
   (*a*) the majority (*b*) the minority
   (*c*) losing parties in elections
   (*d*) none
4. Which one of the following statements about democracy is not correct?
   (*a*) rights of citizens are limited
   (*b*) rights involve obligations
   (*c*) rights have no limits in a democracy
   (*d*) respecting the rights of others is essential
5. Which type of government accepts cultural equality?
   (*a*) feudalism (*b*) democracy
   (*c*) dictatorship (*d*) autocracy

Part II – True or false

1. Human and political rights are linked together.
2. The culture of tolerance will help development in Ethiopia.
3. Knowing one's own obligations is a good way to respect the rights of others.
4. Federalism in Ethiopia will lead the people to a common understanding.
5. At present, Ethiopia is attracting more investment than ever.

Part III – Short answers

1. State some of the principles of democracy.
2. List some of your rights and obligations.
3. What do you understand by federalism?
4. What benefits do you think that Ethiopia has gained from its foreign relations? Why?

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Unit 2
Rule of Law

Introduction

In Grade 9 lessons, you studied and discussed basic principles of rule of law. You have also learnt concepts such as constitution and corruption. Now you will see the relationship between rule of law and constitution, how rule of law limits the power of the government, how a constitution is drafted and how a constitution is a source for the rule of law.

Lessons

1. Constitution as a Source of Rule of Law
2. Understanding Rule of Law
3. Rule of Law as an Instrument to Limit the Political Power of the Government
4. Breakdown of Rule of Law

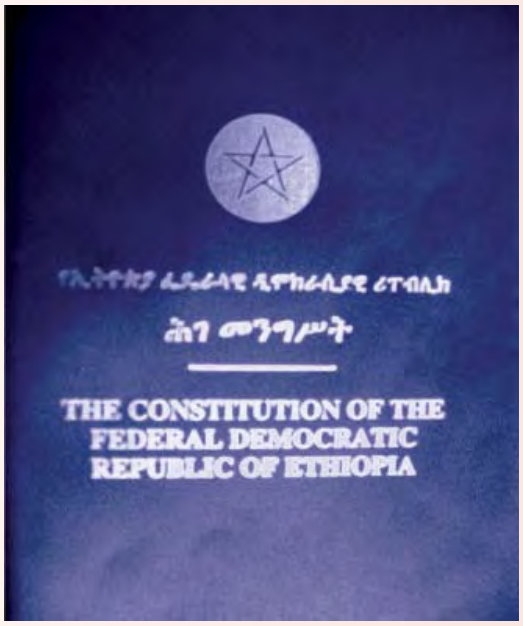
What you will learn

You will:

- recognize the role of a constitution in a society.
- recognize the importance of rule of law.
- understand the consequences of absence of rule of law.

Key words and concepts

- Constitutional development
- Custom
- Dictatorship
- Federal government
- International law
- Monarchical absolute power
- Summary execution
- Unlimited power



LESSON 1

Constitution as a Source of Rule of Law

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

- define the major purpose of a constitution.
- explain how constitutions have been drafted in Ethiopia.

- List some of the main purposes of a constitution, and discuss as a class.
- Do you have any idea how a constitution was drafted in Ethiopia?

In previous unit, you have learnt about building a democratic system. All states have a constitution. Most constitutions, whether they are written or unwritten, are basic documents of that country or state. Therefore, a constitution is a fundamental law of a country, which:

- establishes the relationship between the state and the society;
- provides basic organs of government and administration;
- provides for the structure, composition, powers and principal functions of these organs;
- defines the interrelationships of these organs with each other, and regulates their relationship with the people or citizens.

For example, the FDRE Constitution in Article 1 establishes the state:

Nomenclature of the State

This Constitution establishes a Federal and Democratic State structure. Accordingly, the Ethiopian state shall be known as the Federal Democratic Republic of Ethiopia.

The Constitution also establishes the basic organs of the government.

The three basic organs of the government are:

- the legislature, or the parliament, which makes laws;
- the executive which implements and executes laws;
- the judiciary which interprets the laws and administers justice.

For example, in the FDRE Constitution, Article 50 clearly defines the structure and organs of the government as follows:

Article 50

Structure of the Organs of State

1. *The Federal Democratic Republic of Ethiopia comprises the Federal Government and the State members.*
2. *The Federal Government and the States shall have legislative, executive and judicial powers.*

? Form groups in class and each take one of the three organs of the government. Discuss their functions and importance, then present a summary of the discussion to the class.

Constitution as a Source of Rule of Law



Emperor Haile Selassie I addressing parliament

In the following readings, you will see some important points on how a constitution is formulated and ratified in Ethiopia.

The 1931 Constitution

It was the first written constitution formulated and ratified by Emperor Haile Selassie. This Constitution provided the three organs of the government. It created a bicameral (two-house) parliament — upper house and lower house. The upper house was strong, composed of important members of the nobility, selected and appointed by the Emperor. The lower house had an advisory role, and was composed of individuals elected by the nobility in the upper house. Therefore, there was no public election of any of the members of the houses.

Second, the Constitution established a ministerial executive and a judiciary with the Emperor's court "Zufan Chilot" as the last court of appeal. Third, the Constitution legalized the Emperor's absolute power. That meant, all powers and authorities, such as appointment and dismissal of any government officials, granting land, the rendering of justice and declaring war and all other necessary power and authority, was in the hands or will of the Emperor.

An article from the 1931 Constitution reads:

Chapter 2

6. *The Emperor of Ethiopia has full and supreme governance over the Imperial realm. He secures the operation of governance, acting in accordance with established law.*

? Discuss the nature of the 1931 Constitution in terms of its formulation and recognition of the rights of the people. Present the summary of your group's discussion to the class.

The 1955 Revised Constitution

The Emperor revised and granted the 1955 Constitution. This Constitution gave more attention to strengthening the absolute power of the Emperor and his family. It declared that the Emperor had an absolute power over the executive, the legislature and the judiciary. This Constitution also granted him power over the Orthodox Church. As a result, all rules and regulations of the church were issued by the Emperor, and the election and appointment of the patriarch were to be approved by him.

Unlike the 1931 Constitution, the 1955 Constitution gave at least a textual recognition to rights and liberties of citizens. For instance, the right to vote was recognized in the process of electing the members of the Chamber of Deputies. But moveable properties or possession of land, the value of which was to be determined by the electoral board, was a requirement to be a rightful candidate.

There was a notable indifference in the protection and enforcement of rights and liberties of the people. The Emperor, on the other hand,

Constitution as a Source of Rule of Law

had an inviolable right and was not accountable to the people.

Article 62, from the 1955 Constitution states:

(*a*) *In accordance with tradition and the provisions of article 4 of this constitution, no one shall have the right to bring a suit against the Emperor.*

? List some of the differences of the two Imperial constitutions. What are the main differences? Discuss in a group. Present the summary of your discussion to the class.

The 1987 Constitution

This was the third written constitution in Ethiopia. In 1974, after the fall of the Imperial regime by the popular struggle, Derg, the military Junta, took the peoples' victory, assumed power and established a temporary government called the Provisional Military Administrative Council (PMAC). At this time the country was without a constitution and was ruled arbitrarily by proclamations. After some time the Derg came up with the 1987 Constitution. This constitution was formulated by small groups of officials and their supporters. It was eventually ratified by a meaningless referendum.

The 1987 Derg Constitution emphasized socialism and territorial integrity as a policy of the country. The Constitution, with its 119 articles, explicitly and implicitly affirmed socialist values. The preamble started by making the "Working people of Ethiopia" owners of the Constitution. It established a unitary state with administrative and autonomous regions. The ultimate power was said to reside in the working people, exercised through their assemblies called Shengo.

The Constitution also provided for a Council of State headed by the President as the executive organ. The powers of leadership over the only political party, the Shengo, the Council of State, and the armed forces were to be vested in the President. The concentration of power in the hands of one person weakened the principle of separation of power. Thus, the President became a virtual dictator.

Articles from the 1987 Constitution

Article 3

1. *In the Peoples' Democratic Republic of Ethiopia, power belongs to the working people.*

Article 6

1. *The Worker's Party of Ethiopia, which is guided by Marxism-Leninism, is a vanguard party dedicated to serve the working people and protect their interests.*

? Discuss the characteristics of the 1987 Derg Constitution in a group. Present the summary of your discussion to the class.



Colonel Mengistu Haile Mariam, the embodiment of a dictatorship

Constitution as a Source of Rule of Law

The 1995 Constitution

After the fall of the Derg in 1991, the resistance groups fighting against the Derg came together and formed a transitional government and formulated a transitional charter. The 1991 Transitional Charter laid the base for the adoption of the 1995 Constitution of the Federal Democratic Republic of Ethiopia (FDRE).

The 1995 Federal Constitution was formulated by a Constitutional Commission with the participation of the public. This constitution was ratified by the Constituent Assembly elected by the nations, nationalities and peoples of Ethiopia.

An article from the 1995 Federal Constitution states:

Article 8

Sovereignty of the people

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.*



House of People's Representatives, the embodiment of the will of the people

? List some of the basic differences of the 1987 Constitution, and the 1995 FDRE Constitution. Discuss in a group and let each group present one of the Constitution's basic concepts, then discuss as a class.

REMEMBER

- The 1931 Constitution was the first written constitution in Ethiopia. It was made and 'given' by Emperor Haile Selassie I.
- The 1931 Constitution was revised in 1955.
- Unlike the 1931 Constitution, the 1955 Constitution gave at least a textual recognition to the rights and liberties of citizens.
- The 1987 Derg Constitution emphasized socialism and territorial integrity as a policy of the country.
- After the fall of the Derg in 1991, the Transitional Government of Ethiopia (TGE) was established.
- The TGE's guiding document that served as a constitution was the Transitional Charter.
- The 1995 FDRE Constitution was adopted in August 1995.

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LESSON 2

Understanding Rule of Law

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

- explain the importance of rule of law in governing human relations.
- describe the sources of rule of law.
- explain the different types of law.

Do you have any idea how the rule of law affects your own life?

In Grade 9, you were exposed to the concept and practice of the rule of law. In this lesson, you will learn more about it and explore the wider horizons of the rule of law. You will be able to understand how the rule of law evolves and governs relations between individuals, groups and institutions.

The rule of law is a political and legal concept which is closely related to democratic governance. The practice of the rule of law is possible when people are the source of power of government. In non-democratic governments, laws can be practiced, but this does not give rise to the rule of law. Obviously, this is because such governments do not have the mandate of the people to rule and, as a result, they are not transparent in what they are doing — the basis of rule of law.

In a democracy, rule places the law above persons and institutions. The practice of law governs all social relations. In a democracy, law is like a big umbrella that stretches over the heads of citizens of a country. It gives them equal shade and protection. The umbrella does not allow anyone to step on it but everyone can remain under it.

It is this concept and practice of law that gives rise to what is commonly called the rule of law. It is an overriding principle to place the law above everybody. Under the rule of law, citizens have no fear of officials because the law treats everyone equally.

To be an official does not mean they are immune from the exercise of the rule of law. They cannot manipulate law to their own personal interests. Any attempt by officials to do so results in punishment. The rule of law means the general practice of the legal system in democracy has constitutional backing. It is the constitution that ensures the practice of the rule of law.

Laws in general are formulated taking many factors into consideration. These include customs, traditions and culture. So, usually laws are specific to their country of origin.

The rule of law in a democracy upholds the respect to the supremacy of the person. To think that the person is supreme is to uphold human rights and to believe that man is the source of power and the very foundation of democratic rule. This thinking upholds the sovereignty of the people.

Understanding Rule of Law

State sovereignty is another source of the rule of law. This requires territorial definition and capability to protect its people from invaders. A democratic government has to promote and ensure rule of law.

The concept of law incorporates varieties of laws. In religions, there is a belief called **divine law**. Such a law is considered to be the outcome of divine power. This belief considers that everything else in this world and in the universe is created by a supernatural force. To those who believe in **divine law**, this force has given the universe reason for its existence.

The other variety of law is **natural law**. This law is supported by scientific discoveries. Natural law confronts divine law, denying the existence of a supernatural force. In science, natural law governs the existence of the universe and everything else. The law of gravity is one of the natural laws that you might know.

Common law comprises the body of those principles and rules of action relating to the existence of government, security of persons and property. This arises from the usage, customs, judgements and decrees of courts recognizing, affirming and enforcing such usage and custom.

Statute law is a formal written law enacted by the legislative body declaring, commanding or prohibiting something. So it is different to common law in form. Statute law derives its authority from the declaration of the will of the legislative. The laws issued by the House of Peoples' Representatives are examples of statute law.

International law includes those customary and treaty (convention) rules which are considered legally binding by states in their relation to each other. It may be defined as the body of general principles and specific rules which the members of the international community consider binding upon them in their mutual relations. The UN Universal Declaration of Human Rights of 1948 gave rise to a number of international agreements and conventions. These agreements and conventions govern relationships between countries.

? What is the difference between rule of law and absence of rule of law?

Discuss as a class.



National army working for the rule of law



Education is important for rule of law to be effective

Understanding Rule of Law

REMEMBER

- Rule of law evolves and governs relations between individuals, groups and institutions.
- Rule of law is closely related to democratic governance.
- Rule of law is possible when people are the source of the power of government.
- In non-democratic governments, laws can be practiced, but this does not give rise to the rule of law. This is because such governments do not have the mandate of the people to rule.
- Divine law is a belief that considers everything in this world and in the universe to be created by a supernatural force.
- Natural law claims the universe and everything else to be governed by nature.
- Common law comprises the body of those principles and rules of action relating to the existence of government, security of persons and property as per usage, customs and decrees of courts.
- Statute law is a formal written law enacted by the legislative body declaring, commanding or prohibiting something.
- International law is the body of customary and treaty (convention) rules, which are considered legally binding by states in their relation to each other.



Members of the Derg government brought to trial for their violation of rule of law

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LESSON 3

Rule of Law as an Instrument to Limit the Political Power of the Government

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

- describe that rule of law serves to limit the power of the government.
- abide by the rule of law yourself.

What do you think is the relationship between rule of law and limiting the power of government officials?

In your previous lesson, you learned that rule of law is a situation in which all citizens, including government officials, are bound by the law of a country. That means nobody can be above the law. This is true in democratic countries where all people, including government officials, are under the rule of law and their political power is limited. One of the major purposes of law is to limit government power. This means a government must act only according to the laws, particularly the constitution. In democratic countries, the power of the government is limited through protecting the rights and freedoms and by making the government transparent and accountable in its activities.

But there are countries in which government authorities are not under the law and act above the law. In most cases they violate or disrespect the law for their personal or group benefit. In this case you can understand that the absence of rule of law can lead to authoritarian rule whereby individuals or groups are above the law and violate the freedom and rights of the people.

From your discussion about the Ethiopian Constitution you already know that the concept of rule of law in Ethiopian history was unthinkable. Up to 1991, it was rule by kings and the rule of the authoritarian and the few. For example, the 1931 and 1955 Constitutions of Imperial Ethiopia gave all power to the Emperor. The king was the sovereign, not the people. The king was the one who gave the Constitutions to his subjects. The king held all powers. That means he was the law maker/the legislature, the executive, and the judiciary. It was clearly stated in both Constitutions that the king's power was of divine origin and he belonged to the Solomonic dynasty, the lion of Judah, which mythically traced back its origins to King Solomon of Jerusalem and Queen Sheba of Ethiopia. This myth brought the Emperors into a blood relationship with Christ in the house of David. Thus, Ethiopian Emperors had been regarded as having mystic, semi divine powers, guaranteeing the wholeness and prosperity of their people.

Rule of Law as an Instrument to Limit the Political Power of the Government

In 1974, following the Ethiopian popular revolution against the Imperial regime, the Derg came to power. The Derg continued ruling the country without a constitution. It simply nationalized land and houses, issued special penal laws and established a special court by decrees and proclamations. People were killed and tortured, detained or put in jail arbitrarily, without any decision of courts by the local and central government authorities.

After 12 years of arbitrary rule the regime came up with the 1987 Constitution. This constitution allowed only one party for governance. It did not allow multiparty democracy. All power was concentrated in the hands of few officials. Under the Constitution, the president was the head of the executive, the party, the National Shengo/the legislature and the armed forces. Hence the Derg's Constitution failed to confirm rule of law, as the party, and the government exercised unlimited power.

Divide the class into three groups.

- The first group will discuss the rule of law and list its major expressions.
- The second group will discuss the nature of the rule of law during the Imperial time and list its points.
- The third group will discuss the nature of rule of law during the Derg time and list its points.
- Each group will present its list to the class for further discussion.

The consequences of unlimited power

Haile Selassie 'The existence of Ethiopia has no meaning without me'



Red Terror
'This must not be repeated'



Rule of Law as an Instrument to Limit the Political Power of the Government

Discuss the consequences of unlimited power. Present the summary of your discussion to the class

From what you have read you can see that Ethiopia had little or no experience of the concept of rule of law.

In the past history of Ethiopia, the power of government and its officials had never been limited, which resulted in serious violation of human rights and freedoms. Therefore, it is very important to limit the power and functions of every organ of the government together with their officials.

As it was clearly written in the 1995 FDRE Constitution, rule of law is respected by limiting the power and functions of government organs and their officials through the systems of check and balance and accountability.

Unlike the past constitutions, the 1995 Constitution gives the political power to the nations, nationalities and peoples of Ethiopia. This will guarantee to limit the power of elected officials in respect to the rule of law.

Limiting the power and functions of government organs and their officials is important for the prevalence of rule of law. Why? Discuss in your groups and present your findings for a class discussion.

REMEMBER

- In democratic countries everybody, including government officials, is under the rule of law.
- The major purpose of rule of law is to limit the government power.
- In the past history of Ethiopia, the power of government and its officials had never been limited, which resulted in serious violations of human rights and freedoms.
- Unlike the past constitutions, the 1995 FDRE Constitution gives the political power to the nations, nationalities and peoples of Ethiopia.

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LESSON 4

Breakdown of Rule of Law

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

- describe the consequences of breakdown of rule of law.
- explain the ways in which corruption occurs with the breakdown of the rule of law.
- describe how to struggle against corruption within your capacity.

What do you think would be the consequence of the breakdown of rule of law.

As you have already seen, rule of law is very important to maintain peace and stability in a society. Without rule of law it becomes impossible to maintain peace and stability, since everyone does whatever he or she wants.

When the rule of law breaks down there is a violation of human rights. In such a situation there is nothing that limits the actions of people. Some people violate the rights of others for the purpose of benefiting themselves or to protect their own interests. However, it is important to protect the rights of citizens as well. It is also important for the government to protect human rights, public security and the common good of the society. Without the prevalence of rule of law, such goals could not be achieved.

Governments violate the rights of humans when the rule of law breaks down. There have been many instances where the governments of Ethiopia used military power to violate human rights. Summary executions are good examples of this case. Summary execution means carrying out death sentences without any formal legal procedure or due process of law. During the Derg regime in Ethiopia in the late 1970s such summary executions happened. It was a period called 'Red Terror'.

During that time there was mass killing, torturing and imprisonment of people who were suspected of being 'anti-revolutionary'. This was done without reviewing the facts and without taking them to court. Dead bodies were seen scattered on the streets. These killings continued without due process of law. People were killed, as mentioned above, just because they were suspected of having a different opinion. You can see that, at that time, the rule of law broke down. It was not able to protect the rights and freedom of citizens.

CASE STUDY

A victim of the Red Terror

There was a woman living in Addis Ababa who had a daughter and a son. She brought them up as a single mother but she had no regular income to feed and send them to school. She made a living by

Breakdown of Rule of Law

collecting firewood from a far distance and selling it. Sometime she would bake injerra and wash clothes to supplement her income. In spite of the painful way of life, the children succeeded in their studies and passed their exams in Grade 12.

In 1978, on a certain Sunday, the so called 'Revolutionary Guards' came and took her children away when she was up on the hill collecting firewood. She never knew what happened to her children. After six months she heard the news that they were both killed. Later she heard that it was her neighbour who told the 'Revolutionary Guards' to take them away. He did that because once he quarrelled with the son.

Sadly, after they died the woman discovered that the daughter had scored 3.8 in the school-leaving examination but she was not alive to enjoy such a great achievement. The score would have entitled her to join the medical faculty she was aiming for. The woman lost not only her children but also the hope for a better life that her children would have achieved.

- Discuss this story of the woman and her life?
- What do you think would have happened had there been rule of law?

In Grade 9, you discussed the different types of corruption. Corruption exists when there is a breakdown of rule of law. Without rule of law it becomes easier for corrupt people to continue these misdeeds.

Corruption is the act of using a government position for one's own or others' advantage. When there is a breakdown of rule of law, government officials will have a chance to be corrupt without accountability. This could be in the form of accepting bribes. A bribe is the act of taking money or a certain benefit in return for favoring the person or institution that pays the money. Another form of corruption is using public property like a car, telephone or other resources for personal use or benefit.

When there is rule of law, it is easier to identify and punish the government officials engaged in corruption. On their part, the government officials will be forced to consider the consequences of being engaged in corruption before participating in it. But without rule of law, officials engaged in corruption will feel that nothing will happen to them.

List any manifestations of corruption that you have observed in your school and in life and present your ideas to your class.

REMEMBER

- Rule of law is very important to maintain peace and stability in society.
- When rule of law breaks down there will be a violation of human rights.
- Summary execution means carrying out death sentences without any formal procedure or due process of law.
- Where there is a breakdown of rule of law, government officials may have a chance to be corrupt.
- When there is rule of law it is easier to identify and punish the government officials engaged in corruption.

UNIT SUMMARY

In Grade 9, you learnt that rule of law is one of the main constitutional principles in any democratic society. As you have seen in this unit, there is a strong relationship between constitution and rule of law to limit the power and functions of government organs and their officials. The Constitution is an important legal and practical document which distributes power to government organs and provides limits of how the power has to be exercised. Therefore the Constitution is the source of rule of law.

In Ethiopian history, we have seen four constitutions under three governments. These are the 1931 and the 1955 Constitutions of the Imperial time; the 1987 Constitution of the military government, and the 1995 FDRE Constitution. These four constitutions were formulated and ratified in different ways. Having a clear idea about the constitutional development of the country helps us to better understand the place of rule of law in Ethiopian history.

To have a clear idea of rule of law and fight for it, it is important to have the knowledge of sources and types of law. This is important because, in a modern democratic society, law is the major instrument governing human relations and rule of law is the overriding principle in these relations. So it is imperative for citizens to know the sources, like the customs, traditions and sovereignty of the people; and varieties of law, like divine law, natural law, common law, statute law and international law, that govern their relationship between themselves and their government.

One important point that you should understand from the lessons in this unit is that, in the past, the concept of rule of law had no place in Ethiopia. In other words, in the relationships between citizens and government there was no prevalence of rule of law. The government power was unlimited and there was a breakdown of rule of law. The breakdown of rule of law led to a gross violation of human rights such as summary executions and rampant corruption.

GLOSSARY

Absolute Monarchy:	Rule by kings or emperors having total control over their subjects.
Custom:	Traditional practice accepted by society.
International law:	Customary and treaty (convention) rules, which are considered legally binding by states in their relation to each other.
Summary execution:	Mass killing without due process of law.
Totalitarian government/Dictatorship:	Government whereby one individual/group has total control.

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UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – True or false

1. There is no rule of law in all countries which have unwritten constitutions.
2. The importance of rule of law is to rule the people according to the will of the government officials.
3. All constitutions in the world equally respect the human and democratic rights of citizens.

Part II – Matching

Column A	Column B
1. The 1955 Constitution	A. Using public property for one's benefit
2. International Law	B. The 1970s Summary execution
3. Corruption	C. International Covenant on Civil and Political Rights
4. Red Terror	D. Absolute Monarchical power

Part III – Multiple choice

1. Which one of the following is true about the written constitutional development in Ethiopia?
   (*a*) the Ethiopian written constitutional history began during the early 18th century.
   (*b*) the 1931 Constitution was the first written constitution.
   (*c*) the 1987 Constitution provided constitutional federalism.
   (*d*) (*b*) and (*c*) (*e*) none
2. Identify the valid statement among the following:
   (*a*) the concept of rule of law has nothing to do with constitution.
   (*b*) Ethiopia had a good experience of prevalence of rule of law.
   (*c*) International law is one of the major sources of law
   (*d*) all
3. Which one of the following statements is true?
   (*a*) rule of law was one of the principles provided under the 1931 Ethiopian Constitution.
   (*b*) Universal Declaration of Human Rights (UDHR) which was adopted in 1948 is a good example of International Law.
   (*c*) using public property for one's own personal interest is, strictly speaking, not corruption.
   (*d*) none
4. Which one of the following is true about rule of law?
   (*a*) rule of law has no role of limiting the power of government.
   (*b*) the gross violation of human rights is one aspect showing the breakdown of rule of law.
   (*c*) in a government with a constitution, there is always prevalence of rule of law.
   (*d*) all

Part IV – Missing words

1. If we say "the 1955 Constitution and the Monarchy", then we have to say "the 1987 Constitution and ..... .
2. ..... is a formal written law enacted by the body having the power to issue or enact laws.
3. ..... is carrying out death penalty without having detail and formal legal procedure.

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Unit 3
Equality

Introduction

In Grade 9, you identified what equality means. You discussed equality of citizens, gender equality and equality within diversity. In this unit, you will discuss the importance of equality in promoting peace, stability and development. The unit also focuses on equality of cultures including equality of languages and religions.

Lessons

1. The Concept of Equality
2. The Effects of Equality of Citizens
3. Gender Equality
4. Equality of Cultures

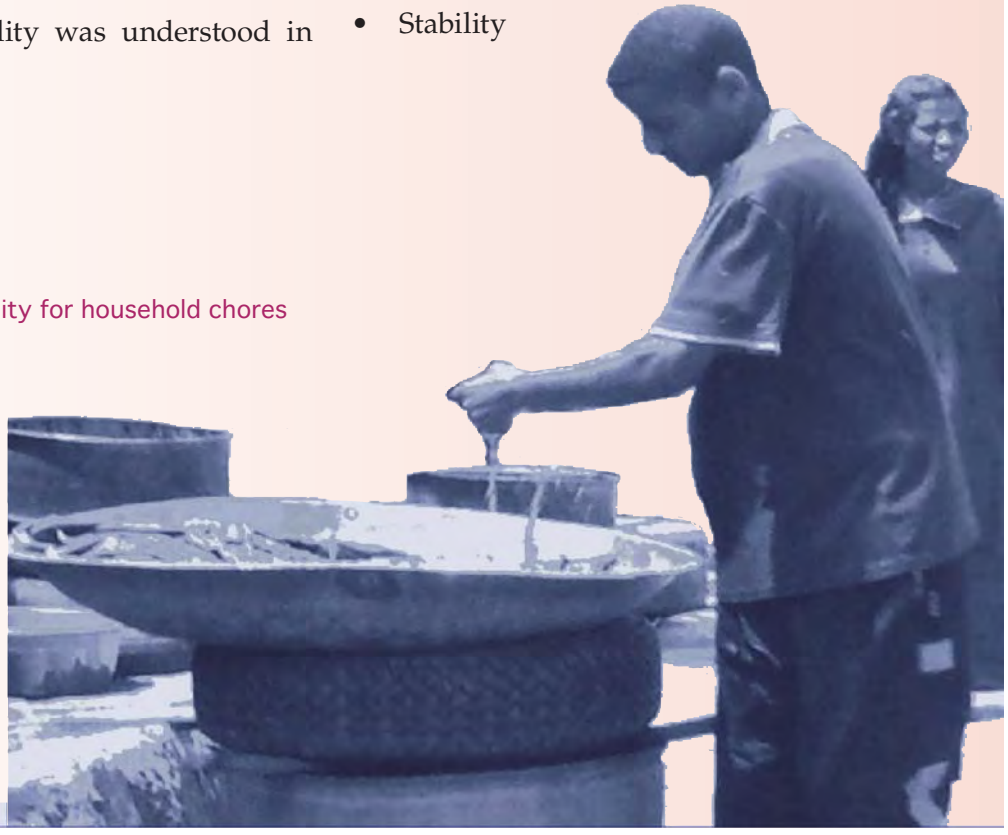
What you will learn

You will:

- recognize how equality was understood in Ethiopia.
- appreciate the importance of equality.
- understand the necessity of gender equality.

Key words and concepts

- Culture
- Equality of cultures
- Equal opportunities
- National consensus
- Stability



Taking equal responsibility for household chores

LESSON 1

The Concept of Equality

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

- explain the new dimensions of equality after the transition to democracy in Ethiopia.

Do you have some idea about the history of equality in Ethiopia?

You learnt the meaning of equality in Grade 9. Equality does not mean the provision of identical treatment and benefits. When we say all citizens are equal we are not saying all of them should receive identical treatment and rewards. For example, hundreds of athletes may participate in a marathon competition where the rules and the course are the same for every competitor. But, depending on their ability and performance, they may get different awards. Absolute equality and similarity do not exist between any two people. This is because we differ in physical strength, intellectual capacity, interest and devotion.

Equality means having similar rights, benefits and opportunities. The rights guaranteed to you are guaranteed to other citizens and vice versa. Equality also indicates the absence of discrimination based on race, wealth, sex and culture.

Inequality based on race and gender was common in Ethiopia and other parts of the world. For example, black Americans in the United States of America did not have the right to vote until the constitutional amendment of 1870. Similarly, women did not have the right to elect until the amendment of the constitution in 1920.

Equality is not only about rights and benefits but also burdens that should be distributed equally. For example, as your parents enjoy government services, they have the obligation to pay appropriate amounts of tax, as do other citizens.

Citizens should enjoy benefits and services provided by the government. They should also shoulder responsibilities. Inequality prevailed in Ethiopia in many ways in the past. The relationship between peasants and landlords in the feudal period is a good example of inequality. The peasants at that time were forced to pay different types of taxes in the form of crops, cattle and sheep or labour. Although peasants had all these burdens, they did not get schools, health centres and other social services. They also did not have the right to political participation since the kings and their families, as well as feudal lords, controlled political power.

The Concept of Equality

CASE STUDY

Feudal lords and the gebar in contemporary Ethiopia

In the nineteenth century, the economic basis of political power was tribute *(gibir)* and surplus labour. The feudal lords extracted *gibir* and labour from the peasants. There were different types of tributes. The main tribute was the land tax. The next was tithe or *asrat*, which was about a tenth of the peasants' harvest. In addition to these two tributes, the *gebar* was obliged to supply provisions for officials and visitors passing through his district. He had to provide firewood for his overlord, known as *malkagna*. He did this twice or three times a year. He provided the honey that was so essential to make *tej* for the ruling class. He was also expected to offer 'gifts' when a new governor was appointed, when the governor was promoted or when a son was born to the governor.

The *gebar* was also responsible to pay *gibir* in the form of labour. The *gebar* worked on the governor's land called *hudad*. This took about a third of a *gebar's* labour time. The *gebar* also ground grain for the *malkagna*. He was engaged in the construction of granaries and fences for the governor or the *malkagna*. He also provided transport service, carrying personal property of the governor or an official in the times of peace, and provisions of military service in times of war.

Source: Adapted from Bahru Zewde, 2002

Discuss the following questions based on this case study.

- List the kinds of gibir the peasant paid to the feudal lords.
- Which group benefited more from this relationship between the gebar and the feudal lords?
- Do you think that gebars, or peasants of that time, had access to education and health-care services?

You have learnt that inequality prevailed among nations, nationalities and peoples of Ethiopia in the period of previous governments. Peoples' political participation was very limited both in the periods of the monarchy and the military government. Kings and feudal lords controlled political power in the feudal period. Few military leaders controlled political power in the reign of the Derg. The peoples of Ethiopia did not exercise political power, even at the local level, because both governments were unitary and centralized.

This situation changed after the fall of the Derg and the introduction of a democratic system. Now people are represented both through the regional and federal governments. At the federal level, each nation, nationality and peoples is represented in the House of Peoples' Representatives and the House of the Federation. They take part in decision-making in the House of Peoples' Representatives through their representatives. People also participate in government activities in the regional states, at the woreda and kebele levels. Because the Constitution guarantees the rights of the nations, nationalities and peoples, they have started to enjoy their political, economic and social rights as citizens of Ethiopia.

The FDRE Constitution and peoples' representation

The FDRE Constitution guarantees peoples' representation in the House of the Federation

The Concept of Equality

and House of Peoples' Representatives. The FDRE Constitution in Article 54 (3) and 61 (1 and 2) deals with peoples' representation in HPR and HF.

3. *Members of the House of Peoples' Representatives shall be on the basis of population and special representation of minority Nationalities and Peoples, shall not exceed 550: of these, minority Nationalities and Peoples shall have at least 20 seats.*

1. *Each Nation, Nationality and People shall be represented in the House of the Federation by at least one member.*

2. *Each Nation or Nationality shall be represented by one additional representative for each one million of its population.*

- How are people represented in the two Houses?
- Which Article gives attention to minority nationalities and peoples?
- In your opinion, what are the benefits of peoples' representation in the two Houses?

REMEMBER

- Equality means having similar rights, benefits and opportunities. It does not indicate the provision of identical treatment and benefits.
- Citizens should enjoy the benefits/services and shoulder responsibility.
- Inequality based on sex, family and cultural background was common in Ethiopia.
- Now nations, nationalities and peoples are represented in the House of the Federation and House of Peoples' Representatives and take part in government activities.



Joint meeting of the House of Federation and the House of Peoples' Representatives

LESSON 2

The Effects of Equality of Citizens

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

- explain the effects of the existence of equality among the citizens of Ethiopia.

What is the importance of equality of citizens in Ethiopia?

You should have clear knowledge about the past because it helps you to understand the present situation in a better way. When you go back in time, you understand that Ethiopian history is full of stories of wars and conflicts. Ethiopians fought many battles against external enemies in order to defend their country. This is what we have to do today, and in the future when enemies invade our country. This is our obligation as citizens.



Victory Monument in Arat Kilo — a sign of our ability to defend the motherland

But in Ethiopia there was an internal war as well. One of the main causes of internal wars was the existence of inequalities. You know that war is destructive. The continuous conflicts and wars exhausted the resources of the country and led to lack of peace and **stability**. This in turn retarded the development of our country.

The solution to avoid wars and conflicts is promoting equality of citizens. Citizens should enjoy equality regarding access to social services such as education and job opportunities. They should also have **equal opportunities** in political participation. When equality prevails we enjoy peace and stability. The existence of peace and stability reduces conflict and wars and thus reduces the destruction of human and material resources of the country.

It also helps us to live in peace and work together to promote the development of our country. When peace and stability exist, people invest their money in different sectors. Farmers devote time and labour to tilling the land and cultivating more crops. People move from place to place for business and different purposes. You and your friends attend classes, sit for exams and get promotion. All these are possible when peace and stability prevails.

We have said that the existence of equality leads to peace and accelerates development. It also paves the way for national consensus. National consensus means all members of a group agreeing on and sharing similar opinions about important

The Effects of Equality of Citizens

issues. People can work together and achieve when they have similar opinions about their common goal. For example, students and teachers in your school may have a consensus about the need to keep the school compound clean and beautiful. Based on your agreement, you can work together to make your school tidy and attractive.

It is important to have a general consensus on some issues at a national level. You have learned that Ethiopia is a land of diversity. We Ethiopians speak different languages and generally have different cultures. We live in different parts of the country and are engaged in different economic activities. But we all have similar opinions about some important issues. For example, we have a national consensus on building the unity of Ethiopia based on the will and mutual respect of its peoples. You also know that poverty is our common enemy. We have a national consensus about the need to fight poverty. We need to have peace and stability to work together and achieve this goal. This means we have to join together to maintain peace and stability.

You can say that there is a national consensus when citizens and peoples have similar opinions regarding major national issues. We can achieve rapid and continuous development when we enjoy equality and have a national consensus.

Make small groups and discuss these questions:

- Describe the negative impacts of lack of equality in the previous governments of Ethiopia.
- Why is the existence of equality of citizens important?
- Do you think that we should have consensus on the following issues?
  - Fighting poverty;
  - Fighting against terrorism;
  - Tolerating cultural diversity;
  - Maintaining peace and stability.

Moreover, the rights of the disabled must be respected. Disability can result from birth, illness, accident or other causes. Whatever the causes, the disabled are citizens of the country and, as such, have constitutional rights that must be respected by all. Provided these rights are respected and appropriate support is given, most people with a disability can be productive members of the country.

REMEMBER

- Equality of citizens is important to maintain peace and stability.
- The prevalence of peace and stability is essential to speed up our country's development.
- The existence of equality paves the way for national consensus.
- When citizens share similar opinions about national issues, they work together to promote the national interests.
- We can achieve fast and continuous development when we enjoy equality and have a national consensus.

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LESSON 3

Gender Equality

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

- describe the importance of gender equality.
- explain the constitutional response to gender equality in Ethiopia.
- respect gender equality.

Have you ever observed your parents treating you and your brother/sister differently because you are of a different gender?
Discuss this issue in the class.

You have seen in the previous lessons, the importance of equality to promote peace, stability and development. One of the dimensions of equality is gender equality. Gender equality is concerned with the equality of the sexes. It means that men and women are equal.

This has always been a problematic issue in many countries because women are considered inferior to men in many cultures. For example, many mothers order their daughters to do work in the house. They do not expect their boys to do the same. This comes from thinking, wrongly, that girls, and not boys, are supposed to work in the house. This shows that boys and girls are not seen equally.

The same is true with men and women. Some people still believe that women are not capable of doing the jobs that men can do. So they do not see men and women equally. Some people think that the right place for a woman is at home taking care of the children and performing other household activities such as cooking.

These days we see many changes. There are strong women political leaders in the world. There are famous women in the military. There are women in all types of work. So it is important to understand that men and women are equal.

Changes in terms of gender equality are also growing in Ethiopia. The Federal Constitution has recognised equality of women and put mechanisms in place to promote the enjoyment of their rights. This is clearly stated in Article 35 which states:

1. *Women shall, in the enjoyment of rights and protections for by this Constitution, have equal rights with men.*
2. *Women have equal rights with men in marriage as prescribed by this Constitution.*
3. *The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures.*
4. *The State shall enforce the right of women to eliminate the harmful customs. Laws, customs and practices that oppress or cause bodily or mental harm to women are prohibited.*

Gender Equality



Woman preparing dung on the farm

Women's contributions increase when they have equal access to education, job opportunities, and political and economic participation. When women get more education and training they can help their family in many ways. Educated women feed their children and maintain hygiene in a better way. They help their children to get the right education. When women get training and credit services and are actively engaged in economic activities, they can make a greater contribution to their country and improve their lives and the lives of their families.

All these are important in promoting development and reducing poverty. Thus, we have to fight gender inequality to increase women's contribution in development activities and poverty reduction.

CASE STUDY

Women's role in productive activities

Dorze is a place located in Gamo Gofa Zone in Southern Regional State. Most of the men in Dorze are weavers. Many of them work in towns far away from home. Dorze women engage in different farm activities. They fertilize farm plots with dung, which is important to get a higher yield. They walk for an hour or two to transport the dung to the farm plots. Dorze women do this in groups. Men sow the seed. Weeding and harvesting are the tasks of women. Women transport the crop from the farm to home. Women also take care for the enset plant, which is the main source of food in the Gamo highland.

Discuss the following points as a class.

- List the economic activities of Dorze women and discuss the contribution of each activity.
- List economic activities of women in your area and compare them with those of the Dorze women.
- Do you think that we can achieve rapid economic development without the active participation of women?





Dorze woman processing enset

Gender Equality

In Grade 9, you saw that gender equality is not fully developed in Ethiopia. Women account for half of the Ethiopian population. This means they are very important parts of the workforce. In the past, men were considered as heads of the family and made most of the decisions concerning the family. Women had very little power to participate in decision-making.

But as we have seen, the Ethiopian Constitution recognizes the importance of equality of men and women.

? Split the class into groups, female and male, and discuss among yourselves whether or not you are treated differently from your brothers or sisters at home. Choose a representative of each group and present your points to the class. Finally discuss all the issues in the class considering gender equality and inequality.



Gender and cultural equality are respected under the Constitution

REMEMBER

- One of the dimensions of equality is gender equality
- It is important to understand the equality of men and women
- The Constitution protects the rights of women emphasizing their equality with men.

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LESSON 4

Equality of Cultures

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

- explain what is meant by equality of cultures.

Do you think all cultures are equal? Why? Discuss this issue in the class.

Culture is a broad term which calls for equality of treatment. Culture is the unique way of doing things in a certain society. It can be divided into material and non-material culture. Material culture includes clothes, household utensils, tools, houses and ornaments. Non-material culture includes language, beliefs, values and norms. In Ethiopia there are many societies with their own cultures. There are many types of dressing styles, languages, houses and dances. Despite these differences, it is important to treat all cultures equally.

Equality of Language

Language is an important element of culture. Different societies use various languages as a means of communication. You use language to describe your day-to-day activities and to express your feelings and emotions. Language is important to take part in productive activities and promote social relations. You learnt the language spoken in your family and surroundings beginning from your birth. You are comfortable talking in your language. Other people from other areas also are comfortable speaking in their own languages. All languages are equal and important. It is important to respect the languages spoken by other people. Respecting the languages of other peoples mean respecting their culture. This helps you to treat peoples with different cultures equally and fairly.

Equality of Religion

Another aspect of culture that should be treated equally is religion. Religion is the spiritual belief of people. Like their language, people cherish and love their own religion.

There are a lot of religions in the world. Although they may be different from your religion, you have to respect other religions. You have to respect and appreciate different religious events and celebrations that you observe. There are some people who desire to force people to change their religion because they believe theirs is better than the religions of others. These kinds of people do not believe in equality of religion. This is not right.

It should be noted that Ethiopia is a land of religious diversity and despising religions, or using bad words, is being unconstitutional. In the

Equality of Cultures

Federal Constitution it is clearly stated in Article 27, sub-article 1:

Everyone has the right to freedom of thought, conscience and religion. This right shall include the freedom to hold or to adopt a religion or belief of his choice, and the freedom, either individually or in community with others, and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.

Therefore, you have to respect the religion of other people even if it is different from your own. Treating people equally means respecting their religions and cultural values, even though they are different from your religion and values.

CASE STUDY

Religious Extremists Trying to Convert Others

In Sri Lanka in 2006, extremist Buddhist people broke into a Dutch Reformed Church children's home and damaged it. They put a Buddhist flag on the roof of the house. The church was in the process of expanding and being repaired as a home for orphaned children. The extremists did not like this. They demanded that the repair and expansion should stop. They were not ready to respect the church.

Source: http://www.trusrilanka.org

Another story of religious inequality is the case of India in the 16th century. Around 1500 the Portuguese came to India and demanded that all the Hindu people be converted to Catholic Christianity, either willingly or forcefully. Because of that, they dispossessed Hindu people who refused to convert to Christianity. The property taken from the Hindus went to the church.

Source: http:www.hinduunity.org

Make groups and discuss the following questions based on the above cases.

- Do you think that it is fair to violate the rights of people to choose their religion?
- Do you think religious intolerance is harmful to the common good?
- How can we avoid or minimize conflicts that may arise out of religious controversy?

Other cultural traits

Just like language and religion there are other cultural traits that different people have. These include cultural dresses, cultural dances, cultural foods etc., all of which hold value among the people. This is because it makes them unique from other people. Ethiopia is a land where there are many different cultural dresses and cultural dances. There are around 80 different cultural groups who have different languages, styles of clothes and dances. All these dresses and dances are very beautiful, especially when they are seen together. The Ethiopian culture is full of diversity. It is also important to understand that all cultures are equal.

Equality of Cultures

REMEMBER

- Culture is the unique way of doing things in a certain society.
- Culture includes languages, clothes, dances etc…
- It is important to treat all languages equally.
- It is important to respect others' religions and treat them equally.
- It is important to treat the cultural traits of others equally.

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UNIT SUMMARY

Equality does not indicate the provision of identical treatment and benefits. It means having similar rights, benefits and opportunities. Citizens should enjoy the benefits/services provided by the government. They should also shoulder responsibilities. Inequality based on sex, family and cultural background was common in Ethiopia. Nations, nationalities and peoples did not have equal political participation in the period of the previous governments. Now they are represented in the House of the Federation and House of Peoples' Representatives and take part in government decision-making and activities.

Equality of citizens is important in many ways. It maintains peace and stability which is essential to speed up our country's development. The existence of equality paves the way for national consensus. When citizens share similar opinion about national issues, they work together to promote the national interests. As citizens of Ethiopia, we can achieve fast and continuous development when we enjoy equality and have a national consensus.

One of the dimensions of equality is gender equality. It is important to understand the equality of men and women. The FDRE Constitution protects the rights of women, emphasizing their equality with men. These days, people understand that gender equality is essential to fight against poverty and achieve rapid and continuous development.

Promoting equality of cultures is also essential. Culture is the unique way of doing things in a certain society. Culture includes many things such as languages, religion, dressing styles and dances. It is important to respect all languages and religions equally because that helps to avoid conflicts between groups who speak different languages and have different religions.

GLOSSARY

Culture:	The customs and beliefs and way of life of a particular people or society.
Equality of cultures:	Provision of equal respect and fair treatment of languages, religions, customs and way of life of all cultural groups.
Equal opportunities:	Having equal access to job opportunities, education, health and other social services with no discrimination.
National consensus:	Having similar opinions on matters of national interest such as peace, stability, poverty reduction and development.
Stability:	The state of social order and peace.

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UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – True or false

1. In addition to having equal rights, citizens should receive similar rewards and benefits though their abilities and contributions differ.
2. Political equality prevailed in Ethiopia in the period of the monarchy though kings and feudal lords had more political power.
3. Gender equality refers to equality of men and women in terms of rights, access to services and opportunities.

Part II – Multiple choice

1. Which of the following is not the advantage of the prevalence of equality among citizens?
   (*a*) it promotes peace and stability
   (*b*) it promotes development
   (*c*) it reduces conflicts
   (*d*) it makes citizens equally rich
   (*e*) none of the above
2. What is the importance of having national consensus among citizens?
   (*a*) it helps citizens to promote their common interest
   (*b*) it helps them to fight against their common enemies
   (*c*) it helps them to have identical opinions on important issues
   (*d*) it helps them to maintain peace and stability
   (*e*) all

Part III – Short answers

1. What is gender equality and how does it help to promote development?
2. What is national consensus?
3. What is the difference between material and non-material culture?

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Unit 4
Justice

Introduction

In the previous unit, you learnt the meaning of equality and its importance to democracy in Ethiopia. In this unit, you will learn about the relationship between equality and justice. You will also discuss the effects of lack of justice which include civil wars, instability, famine and poverty.

Lessons

1. The Effects of Lack of Justice
2. Equal Provision of Social Services
3. Categories of Justice
4. Organization and Functions of the Judiciary
5. Equity of Taxation

What you will learn

You will:

- recognize the effects of lack of justice.
- appreciate the importance of equal provision of social services.
- understand the different categories of justice.
- realize the workings of the judiciary.

Key words and concepts

- Civil war
- Corrective justice
- Distributive justice
- Equity
- Famine
- First Instance Courts
- Higher Courts
- Instability
- Judiciary
- Justice
- Poverty
- Procedural justice
- Supreme Court



LESSON 1

The Effects of Lack of Justice

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

- describe the effects of lack of justice.
- explain how to react to acts of injustice.

What is justice? What is injustice?
Discuss these words in brief.

You have learnt what justice means in Grade 9. In this lesson, you will learn the impact of the lack of justice, which includes civil war, instability, famine and poverty.

Justice, in simple terms, means to be fair; for instance, the fair distribution of benefits such as education, health-care services and job opportunities. Everybody should pay the correct amount of tax and be treated in the same way by the legal system.

Lack of justice leads to many problems. You know that citizens have to pay taxes. The government collects taxes from all citizens who live in urban and rural areas. The taxes are given back to the people in the form of services and benefits. These may not always be fairly distributed among the different groups who live in the same country. It is not fair if a government constructs schools, universities, clinics and hospitals in big towns and cities while forgetting about the rural areas. This happened in Ethiopia in the time of earlier governments.

Transport, electricity and telephone services were only available in some parts of the country. Universities and colleges were only found in the some major cities. The unfair distribution of services and benefits show how common injustice was. People were not treated fairly.

People do not keep quiet when they are continually treated unfairly. If people do not get their fair share of resources and other benefits, they will first seek to get their fair share by peaceful means. If this does not work, they will seek justice in other ways. This is why injustice often leads to problems such as civil wars and social instability.

Many civil wars occurred in the past in Africa and other parts of the world. The American Civil War and the English Civil War are important examples.

There was also a civil war in South Africa in the period of apartheid. This war was between black Africans and the apartheid government led by white minorities. The black population revolted against the apartheid government which treated them unfairly. They fought against it because of racial discrimination, the violation of rights, such as the right of free movement, and the lack of job opportunities. The civil war came to an end when the black people gained victory over the apartheid government. This was followed by elections and the formation of a democratic government.

The Effects of Lack of Justice

Injustice based on racial discrimination gave way to a democratic system in which all citizens, black and white alike, are treated fairly and equally.

Injustice led to civil wars in Ethiopia. It led to a number of revolts in the period of Emperor Haile Selassie I. Examples include the peasant rebellions which took place in Gojam, Bale, Tigray and other parts of the country. These injustices were some of the major causes of the 1974 Ethiopian Revolution.

But the 1974 revolution did not bring about a democratic system. The Derg controlled and exercised power without considering the will of the people. It did not recognize the rights and equality of the nations, nationalities and peoples of Ethiopia. It violated the rights of individuals and groups in the name of unity. It denied the citizens the right to use their languages in schools and the law courts, to elect their representatives and to rule themselves. The peoples of Ethiopia rose and fought against the Derg. This led to civil wars and lack of stability which retarded the development our country. Lack of economic development paved the way for famine and poverty.

We can therefore say that injustice may lead to civil war and instability which are obstacles to development. It is very difficult to promote development in the absence of peace and stability. Civil war and instability retard development which, in turn, aggravates famine and poverty.

CASE STUDY

The Bale Peasant Rebellion (1963, 1970)

The Bale peasants revolted against the government in 1963 and 1970. They did this because the feudal lords had been treating them unfairly. The major cause of the rebellion was injustice related to the distribution of land. The government forced them to pay more tax. But the peasants failed to pay. Next the government officials took land from the local people and distributed it to their followers. As a result, the local farmers became landless and tenants on what had been their land. Government officials treated the local peasants badly so the peasants revolted. They fought against the government armed forces because of injustice and discrimination.

Source: Adapted from Bahru Zewde, 2005

Make groups and discuss these questions.

- Is it fair to take land from one group of people and give it to another?
- Is it fair to treat one group of people well while treating others badly?
- Do you think that injustice usually leads to conflict and civil war?

REMEMBER

- Justice means treating people equally and fairly.
- Lack of justice can lead to many problems such as civil wars and instability.
- Lack of justice led to civil wars and instability in Ethiopia.
- Civil wars and instability hold back development which, in turn, causes famine and poverty.

LESSON 2

Equal Provision of Social Services

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

- explain the importance of the fair distribution of social services.

- Can you give some examples of social services?
- How do you explain equal provision of social services?

You learnt about the meaning of justice in the previous lessons. Equity and justice are closely related. Equity means just or fair treatment. Similar cases should be treated in similar ways. For example, education, health-care services and job opportunities should be fairly divided among all people. Burdens such as taxes and responsibilities should also be divided equally or fairly.

The government and other organizations provide social services and facilities. These include water and electricity services, education and health services, as well as telephone and transport services. The fair distribution of social services is necessary to promote democracy. This is important because all citizens of our country pay for social services, so we all deserve to get equal services. In addition to this, treating all citizens equally creates a peaceful way of life. It is only in peaceful situations that democracy can be consolidated and the lives of people improved.

This did not happen in Ethiopia in the past. The nations, nationalities and peoples of Ethiopia were not permitted to administer themselves. As a result the distribution of social services like education and health was regulated from the centre. But they were not equally distributed to different regions.

When all people get access to education they will have better participation in the political, economic and social development of their country. A fair distribution of social services is one of the ingredients necessary for democracy to prevail.

Now things are being changed in Ethiopia. The democratic system has enabled the nations, nationalities and peoples of Ethiopia to rule themselves. Unlike the previous system, the nations, nationalities and peoples of Ethiopia, through their representative governments, now decide on the distribution of social services. As a result, primary and secondary schools, colleges and universities, health centers and hospitals are emerging in the different states.

There are mobile schools and health centers for the pastoralists as well. The self-rule and the prevalence of equal distribution of social services will further strengthen the democratic system.

Equal Provision of Social Services

CASE STUDY

Mobile Schools for Pastoralist Communities

Afar is one of the regional states in Ethiopia. The Afar people live in the lowland areas of Ethiopia. Most of them are livestock herders. They move from one place to another to get pasture and water for their animals. Most of the Afar people did not have access to education and health-care services. Permanent schools do not help them because they do not settle in one area throughout the year. So the government and non-governmental organizations have introduced mobile schools to give a basic education to Afar children. There are more than 110 mobile primary schools in the Afar Region.

The picture shows Afar girls near their mobile school. These students learn in their own language.

Source: http://www.telegraph.co.uk/news/1576561/Ethiopia-New-future-for-African-girls.html

Discuss these questions as a class.

- Do you think that mobile schools and clinics are good ways of providing equal social services?
- Do you think enough has been done to equally distribute social services among the nations, nationalities and peoples of Ethiopia.



Female students in the Afar Region



Development unfolding — the result of equality — government buildings in the Afar Regional State

REMEMBER

- Equity is impartial and just treatment.
- Maintaining fair distribution of social services is necessary to promote democracy.
- All citizens deserve to get equal social services.

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LESSON 3

Categories of Justice

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

- differentiate the various categories of justice.

Have you heard of the different types of justice?

Discuss this issue in the class.

You have seen in Lesson 1 of this unit that the absence of justice has bad consequences. It is also important to understand that there are different categories of justice. All types of justice are important and should be fully in place. There are three types of justice: **distributive justice, corrective justice** and **procedural justice.**

Distributive justice deals with fairness and equality in the distribution of benefits to the people. In Lesson 2, you have seen that social services should be distributed fairly and equally. This is part of distributive justice. If there are economic resources that are to be distributed, the distribution should be made fairly and equally. Sometimes some of the benefits go only to certain groups of people. The rest, who do not get that benefit, will feel angry. This violates distributive justice.

CASE STUDY

Land Distribution by the Kings in Ethiopia

During the time of Emperor Haile Selassie I it was only the family of the kings and the noblemen who owned large plots of land. Therefore, a man in a noble family could hold land which was so big that it would take many farmers to till it. On the other hand, the vast majority of farmers did not have plots of land to produce their own food so they had to either work for the noblemen or rent a small plot of land from them. The rent was paid by giving the noblemen most of their produce. Because of this, the farmers became poorer and poorer and the nobles, richer and richer. At some point the farmers could not bear the misery and they rebelled against the kings and noblemen.

Students also started to complain that land should be given to the farmers. The result was the overthrow of the imperial regime.

? Do you think it is justifiable to take all the land from the farmers and give it to the noblemen and kings? Discuss. Did the workings of Haile Selassie's government violate the notion of distributive justice? Discuss.

Categories of Justice



The Federal Supreme Court is one of the instruments of justice

Another type of justice is corrective justice. As the name implies, corrective justice deals with correcting unjust acts. Correcting wrong-doings includes two options. First of all, it is important to take back the situation to what it was before. Secondly, the wronged person or group should be compensated for the wrong done.

This type of justice is important to remove the feeling of vengeance from the wronged person. In the absence of corrective justice, people who have been wronged feel bad and start thinking of ways to correct it themselves. Some people may become violent, taking matters into their own hands. This is not a good way of correcting wrong-doings. Democracy, as a system, suffers when people take justice into their own hands.

The right thing to do is to go to the court and present the situation. Then the court will do the corrective justice and will decide whether the person or group that suffered should be compensated.

CASE STUDY

Abduction

Woinshet, a 15 year old girl, was abducted and raped. She was covered in blood when the police found her. The police arrested the suspect. The community around was outraged by what happened. Unfortunately, the abductor was released on bail the next day. People were even angrier that he was released. Her father hired a lawyer to oversee the case.

Woinshet's abduction was debated in court and finally the abductor was sentenced to 10 years in prison.

? Do you think justice has been served in the case of Woinshet? Discuss.

The third type of justice is procedural justice. Procedural justice deals with fairness and equality in the process of serving justice. This means everyone should pass through the same process to get justice.

This is an important part of justice. It includes clear steps of decision making. When a certain decision is to be made, all the parties should know what steps are to be taken and these steps have to be equally applied to all. An example of procedural justice is that both sides should be heard before a decision is made. This is an important step in decision making.

In a court both sides have a chance to present their arguments and beliefs. They also have a chance to present evidence to support their arguments. These steps should be followed by all courts in every case. For example, in the Constitution, Article 19, sub-article 4 states:

All persons have an inalienable right to petition the court to order their physical release where the arresting police officer or the law enforcer fails to bring them

Categories of Justice

before a court within the prescribed time and to provide reasons for their arrest...

Article 20 states:

1. *Accused persons have the right to a public trial by an ordinary court of law within a reasonable time after having been charged. The court may hear cases in a closed session only with a view to protecting the right to privacy of the parties concerned, public morals and national security.*
3. *During proceedings accused persons have the right to be presumed innocent until proved guilty according to law and not to be compelled to testify against themselves.*

In the absence of procedural justice the steps could not be followed or equally applied. Because of this, people may disagree on the process by which the decisions are made and this could create grievances among citizens. Since, in the absence of justice judges could give arbitrary decisions, they would not be trusted by the people.

CASE STUDY

The Case of Ato Kibru

Ato Kibru was a well known and respected man in a small town. Although he was a well respected person in the town, Ato Kibru behaved badly at home. He beat his wife and his two children in the house. No one in the surrounding area knew about this behaviour of Ato Kibru until one Monday evening when Ato Kibru's neighbours heard shouting coming from his house. Several minutes later the police arrived and took Ato Kibru to the police station.

After two days Ato Kibru was taken to court and everyone in the neighbourhood heard that he was suspected of killing his wife. Since he was such a well respected man, people started saying that he should be freed and should not be taken to court. However, others said that, even if Ato Kibru is well respected in the community, procedural justice demands that he has to pass through due process of law just like everybody else.

? Which side do you think is right? Discuss your views in the class.

REMEMBER

- There are different types of justice.
- Distributive justice deals with fairness and equality in the provision of justice.
- Corrective justice deals with correcting wrongs and compensating the wronged person or group.
- Procedural justice deals with having a justice process that is known and applied to all.

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LESSON 4

Organization and Functions of the Judiciary

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

- explain the organization, structure and functions of courts under the different political systems of Ethiopia.

What do you think are the functions of the judiciary?

Discuss this issue in the class.

In the previous lesson, you have seen the categories of justice. In order for these to be properly carried out it is important to have a system and organization. If the judicial system is properly organized it can properly take responsibility for ensuring justice. Depending on the type of government, there are different ways of organizing the **judiciary**. The way the judiciary is organized in a unitary government is different from that of a federal government. This also means that the functions of the judiciary at the different levels differ in unitary and federal governments.

In Ethiopia, under the unitary government, the judiciary was organized in a centralized way. The highest body of the judiciary was the **Supreme Court**. The Supreme Court was the final decision making body for all legal problems. Besides the Supreme Court there were courts with lower decision making powers. The smallest of the courts were **First Instance Courts** that handled cases at the lowest levels. In these courts, cases that involved less serious crimes or lower financial value were settled. The cases that involved more serious crimes or higher financial value were then transferred to **Higher Courts**. In addition, those cases that were not settled in the First Instance Courts were taken to Higher Courts.

A person whose case had already been ruled but who thought the judgement was not right, could appeal to Higher Courts. Similarly, those cases that were not settled in Higher Courts were taken to the Supreme Court.

During the monarchial period there was the Imperial Court, the Zufan Chelot, presided by the Emperor. The Imperial Court was the last appealet court.

Generally you can see that under a unitary system, the final decision making power is given to the Supreme Court for all cases that come from all parts of the country.

? When you go home ask your parents/guardians how the courts were organized in previous regimes. Also ask them to tell you how cases were taken from First Instance courts to Higher Courts and to the Supreme Court.

The organization of the judiciary system under a federal government is different from that of the unitary system. In Ethiopia under the federal type of government both the federal government and

Organization and Functions of the Judiciary

the regional governments have their own system of organizing the judiciary.

At the federal level there is a Supreme Court. The Federal Supreme Court has the power to make decisions for federal cases, that is cases that concern the federal government.

There are also Federal First Instance Courts and Federal Higher Courts. The federal cases are first seen by the Federal First Instance Courts and, if not settled there, then go to the higher and then to the Federal Supreme Court. Those cases that have higher value and involve federal issues are seen by the higher courts and, if not settled there, go to the Federal Supreme Court.

Regional states also have their own State Supreme Courts, Higher and First Instance courts. These courts are responsible for the settlement of regional issues and cases. The Ethiopian Federal Constitution in Article 78, sub-article 2, stipulates the power of establishment of the State Supreme Court, State Higher Courts and State First Instance Courts. The power of each type of court is just as described in the federal judiciary system. More serious crimes and high value cases are settled in Higher Courts and the state Supreme Courts while smaller cases are settled in state First Instance Courts.

The states' Supreme Courts are the highest judicial power and no appeal is possible after the states' Supreme Courts. However, as stated in Article 80, sub-article 3b, of the Federal Constitution:

The State Supreme Court has power of cassation over any final court decision on State matters which contains a basic error of law.

The organization and function of the judiciary under the Ethiopian federal system gives more power to the states in governing themselves. In addition they could have their own means of settling their cases which may differ from state to state.

? Discuss the structure and organization of the Ethiopian judiciary under the unitary and the federal systems.

REMEMBER

- Proper organization of the judiciary is required to ensure justice.
- There are different ways of organizing the judiciary depending on the type of government.
- Organization of the judiciary in a unitary government is more centralized.
- In a federal government the organization of the judiciary is more decentralized.
- Both federal government and regional states have their own supreme, higher and first instance courts with their respective judicial power.

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LESSON 5

Equity of Taxation

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

- identify the types of taxes collected in Ethiopia.
- explain the principles of taxation.

- How many types of taxes can you list?
- How do you think taxation should be conducted?

Discuss this issue in the class.

You know that you need a lot of services from the government. This is because there are services that only the government can provide. These include the police force, the services you get when you go to kebeles, the medical services you receive when you go to health institutions, the roads you use to come to school, even the school you go to (if it is a government school). In order for the government to provide these services it requires money. Therefore, it collects this money from the people through taxation. If you do not pay taxes, the government will not have the money to provide all the services mentioned above.

There are different types of taxes. When you work and get an income, part of it goes to the government as income tax. If you have a business and make a profit, part of the profit goes to the government as a business profit tax. If you possess land, you pay land use tax to the government. If you import things from other countries, you pay money to the government as import tariffs and duties.

CASE STUDY

Taxes in Ethiopia

In Ethiopia, the tax that is collected each year is not enough to cover all the payments. For example, in the year 1998 EC the total amount of taxes covered only 50 percent of the total payments. This means only half of the money needed was collected through taxes. The rest was paid using grants from other countries and by borrowing. The collection of taxes is low for many reasons. Sometimes it is because some people do not pay the amount of tax they are supposed to pay. They cheat the government and they do not fulfill their responsibilities.

Discuss

- Why do you think some people do not pay taxes?
- What do you think should be done to solve this problem?

Equity of Taxation



Hospitals are in place through money collected from taxes

All the activities that you do that are subject to taxation are called the tax base. For example, if you get income from doing work and that income is taxed, then your income is called the tax base. A part of the tax base is taxed and the percentage is called the tax rate. If the tax rate is high, more tax will be paid. If the tax rate is low, the tax paid on your earnings will be less. The tax rate is determined by the government. For example, here is Biftu's income and the tax collected.

Name	Income (tax base)	Tax Rate	Tax Amount
Biftu	100 Birr	5%	5 Birr

Devise an equitable tax rate for personal income then use it in a copy of the table below and calculate the tax amounts.

Name	Income (tax base)	Tax Rate	Tax Amount
Bulcha	1000 Birr		
Amare	650 Birr		
Agazi	2000 Birr		
Hassan	5000 Birr		
Nati	300 Birr		

Collection of taxes has principles. Principles of taxation should be followed because they make taxation more effective and appropriate. One of the principles of taxation is that it has to be equitable. That means those who have more money should pay more taxes and those who have less money should pay less tax. In this way, equity of taxation will be maintained.

However, the issue of equity of taxation would be affected if some citizens are engaged in contraband activities. When trade is conducted in contraband it means that the people are engaged in illicit activities and avoid paying taxes, thus enjoying the social services without paying their due. Therefore, it is evident that contraband is an illegal trade that creates an imbalance between citizens' rights and obligations.

REMEMBER

- There are different types of taxes.
- Any activity that is subject to taxation is called the tax base.
- The tax rate is the percentage set by the government to tax citizens on the basis of their income.
- Contraband is an illegal activity manifested through smuggling commodities in and out of the country.

UNIT SUMMARY

In this unit, you have discussed about justice. In the first lesson you saw what happens when there is no justice. You saw that it is difficult to maintain peace and stability when there is no justice.

In Lesson 2, you discussed justice in the provision of social services. You saw that social services included education, health and public administration and that it is important to provide these services fairly.

In the third lesson, you saw that there are three categories of justice, namely distributive, corrective and procedural justice.

In Lesson 4, you discussed the organization, structure and functions of the judiciary in unitary and federal governments.

Finally, you have seen the importance of taxation and the need for a fair and equitable means of calculating personal income tax; and how fairness in taxation may be affected by trade in contraband.

GLOSSARY

Corrective Justice:	Deals with correcting the unjust acts.
Distributive Justice:	Deals with fairness and equality in the distribution of benefits to the people.
First Instance Court:	Courts that settle smaller cases.
Higher Court:	Court that settle more serious and high financial value cases that are not settled by First Instance Courts.
Procedural Justice:	Deals with fairness and equality in the process of serving justice.
Supreme Court:	The highest body of the judiciary.
Tax base:	The total income on which the tax is calculated.
Tax rate:	The percentage to be paid from an income.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which of the following is not a result of lack of justice?
   (*a*) civil war
   (*b*) poverty
   (*c*) instability
   (*d*) none

2. Which of the following is not a category of justice?
   (*a*) social services
   (*b*) corrective justice
   (*c*) procedural justice
   (*d*) distributive justice

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3. The Federal Supreme Court:
   (*a*) is the highest body of the judiciary
   (*b*) is the smallest body of the judiciary
   (*c*) is responsible for settling regional cases
   (*d*) is the same as a higher court
4. Procedural justice deals with:
   (*a*) the way benefits are distributed to the people
   (*b*) correcting acts of injustice
   (*c*) the process of serving justice
   (*d*) procedures for serving people

Part II – True or false

1. The organization of the judiciary is more centralized in a unitary form of government.
2. The First Instance Court is the highest decision making body under a federal form of government.
3. In a federal government the Federal Higher Court deals with regional cases.
4. Procedural justice is more important than corrective justice.

Part III – Short answers

1. What is the tax base?
2. What is the difference between a tax base and a tax rate?
3. What is a fair and equitable tax rate?
4. Why is contraband an unwanted activity?

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Unit 5
Patriotism

Introduction

You learnt the new dimensions of patriotism in Grade 9. There are different examples of patriotism. Among them are working hard to fight poverty and backwardness and defending the principles of democracy. Respecting the rights of others, tolerating diversity and volunteering to serve the community are also patriotic actions. You will explore this issues further in this unit.

Lessons

1. Requirements to Increase Patriotism
2. Patriotism and the Common Good
3. Patriotism and Poverty Reduction
4. Voluntarism

What you will learn

You will:

- understand what is required for the prevalence of patriotism.
- understand the relationship between patriotism and the common good.

Key words and concepts

- Chauvinism
- Corruption
- Discrimination
- Ethical person
- Self interest
- War culture
- Welfare

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



LESSON 1

Requirements to Increase Patriotism

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

- list what is required to make people feel patriotic.
- respect the equality of citizens.
- respect the national flag.

What do you think helps people to feel patriotic?

Citizens develop patriotic feelings about their country when they all feel equal. If they are denied their rights, or believe their views are being ignored and/or are being treated unfairly, they will feel negative towards their country.

Unequal treatment was common in our country in the past. Very small numbers of people had access to education and health services, which others did not have. Some groups of people were treated much better than others. Some had the right to read and write in their language but many others did not. People who are denied their rights cannot develop a sense of patriotism and a group of people who are badly treated may decide to fight for equality and their rights.

Patriotism develops when there is no discrimination of any sort. As you know, discrimination is unequal treatment of individuals or groups because of their cultural background, sex etc. For example, if your school treats male and female students differently, this is called discrimination.

Both sexes should have equal opportunities for education, political participation and work. Moreover, people with disabilities should be treated equally in schools and health centers. People who live in urban and rural areas should also have the same opportunities. Discrimination leads to conflict in society. To avoid conflicts, citizens should be treated equally in every respect.

Form groups and discuss these questions. Ask your group leader to summarize your discussion for the class.

- How does discrimination weaken patriotic feelings?
- How can we strengthen the sense of patriotism in all Ethiopians?

Respect of the National Flag

The Ethiopian flag is the oldest in Africa. During colonial times the Ethiopian flag, in green, yellow and red, was regarded as a symbol of independence for the Africans who were under colonial rule. Ethiopia's subsequent role for the decolonization of Africa made the country the champion of independence in the continent.

Many African countries, after independence,

Requirements to Increase Patriotism

adopted the Ethiopian tricolour in a similar way or in different arrangements. For the Ethiopians, the choice of the colours in the flag has a very long history. The Ethiopian flag, among other things, symbolizes the commitment of the people to preserve the independence of the country. So, the flag of Ethiopia is a national symbol of sacrifice, pride and unity for its peoples.

Today, Ethiopia is a federal country. The Constitution of the federal government under Article 3 describes the Ethiopian flag as consisting of the colours of green, yellow and red with a national emblem at the centre. Besides, the Constitution empowers the regional states to have their own respective flags. The federal flag represents the country at the international arena and is known across the world. Thus, due respect for the national flag increases one's patriotic feeling.

Tolerance of diversity

Tolerance of diversity is important in promoting patriotism. If you look at people in your classroom, school, village or town, you can see many differences. Ethiopia is a diverse and interesting place and so you should appreciate the differences within it.

You need to be wise when dealing with diversity because conflict can result from the failure to appreciate and tolerate differences. You have to accept that diversity is a reality. You need to treat everybody politely, fairly and equally. People develop a sense of patriotism and belonging when they are well treated and their rights are respected.

Diversity was not appreciated in the past. Governments tried to maintain unity without recognizing the equality of the people. They did not care about promoting equality among groups with different languages, religion and other cultural traits. But despite the government's failure to treat all cultural groups equally, the peaceful coexistence of the Ethiopian people developed due to the tolerance of the nations, nationalities and peoples of the country.

?
- How many different languages do students in your row/class speak?
- How many of them like reading the same kinds of books?
- How many students choose football as their favourite sport?
- How many of them follow the same religion?
- How many students like similar kinds of music?
- How many different kinds of cultural foods can the students list?

? Form groups to discuss what people and the government should do to promote a sense of patriotism among all citizens and let the group leaders summarize your ideas to the class for further discussion.

Requirements to Increase Patriotism

REMEMBER

- When treated equally, people develop patriotic feelings about their country.
- In the past unequal treatment was common.
- It is important to respect the equality of the peoples of Ethiopia to develop patriotism.
- Discrimination leads to conflict among members of society.
- It is important to tolerate diversity in Ethiopia.
- All people should respect the laws of the land, respect diversity and develop tolerance of culture to develop a sense of patriotism.
- The Ethiopian flag is the oldest in Africa.
- The Constitution empowers the regional states to have their own respective flags and constitutions for domestic use.

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LESSON 2

Patriotism and the Common Good

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

- define what the common good or public interest means.
- defend the common good.
- explain the duties of a patriot apart from that of defending Ethiopian territory.
- be patriotic.

What do you think the common good or public interest means?

Why is it important for everybody to do his or her best for the public interest?

In Grade 9, you learnt that everybody has an obligation to promote **public interests** or the **common good**. Public interest refers to things that are beneficial to all or most of us. Keeping peace and order is a good example of looking after the public interest. Safeguarding the country's independence is another example. You are responsible for promoting the public interests. Everybody should help to keep our independence and promote our economic development. To do this, we need to know about the true history of our country.

In Grade 9, you learnt that history should be **objective**. It should reflect the contributions of all patriotic citizens. It should not exaggerate the contribution of a particular group or individual while ignoring the roles played by others. Ethiopian history is the history of its nations, nationalities and peoples. When people think of Ethiopia as their own country they become patriotic. They defend their country's territorial integrity, fight against terrorism, corruption and intolerance. They also feel responsible for promoting its development.

You have to be an ethical person to promote the welfare of your community or country. Ethical people evaluate the good and bad effects of their actions on themselves, the community and their country before deciding what to do. They would not be too subjective in favouring or disfavouring individuals or groups. They avoid hasty generalization and refrain from giving judgement not founded on facts. Patriotic citizens clearly know that they are responsible for promoting the public interest and the well-being of their country.

Patriotic citizens are also responsible for keeping state secrets. Citizens have the right to get information about their government and country. They have the right to know what is happening in their country. But there are state secrets that should not be made public. For example, issues of national defense and military strategy should be kept secret for national safety. You will not be told about these secrets because this could put your country in danger. If, by chance, you come to know these secrets you have the responsibility not to disclose them. Keeping state secrets is also important in reducing the risk of terrorist attacks.

Patriotism and the Common Good

Terrorism is the illegal use of force against people or property. It is the cruellest of all crimes. It affects everyone by indiscriminately destroying their lives and property. It also holds back development by shifting the government's attention and budget to defending the country from terrorist attacks.

We should all know about the causes of terrorism. In a democracy individuals and groups have the right to promote their political interests legally. But sometimes certain people or groups may not be able to get what they want legally so they may use terrorist tactics to achieve their political goals.

Fighting for equality and freedom is patriotic but acting cruelly and destroying civilian lives and property to achieve political goals is not patriotic. Defending peoples' lives and property from terrorists is true patriotism.

We are also responsible for opposing and preventing nationalistic chauvinism which arises when one nation thinks it is superior to others. This can lead to conflict and war. People who fight against their country's enemies are patriots because they take part in just wars. Sometimes, states may invade other countries' territories motivated by extreme nationalism. Some leaders encourage their people to think that they are better than other nations and persuade them to invade these countries. This has led to devastating wars which caused millions of deaths and much destruction of property.

Leaders, such as Hitler, invaded other countries by telling their people that it was in the national interest. While safeguarding our sovereignty, we need to discourage nationalistic chauvinism and promote peace and equality.

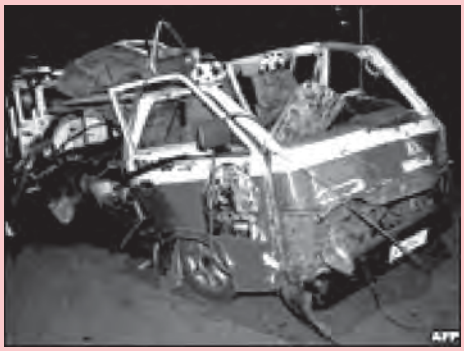
CASE STUDY

Terrorism: Minibus Bombing in Addis Ababa

Three people were killed and nine wounded in a bomb explosion on a minibus in Addis Ababa. Professor Yehezkel Shoshani was one of the people who died in the explosion. He was riding in a minibus on Tuesday May 20, 2008, when the explosion occurred. Shoshani was a 65 years old elephant expert. He loved elephants and had been studying them for more than 10 years. He did not complete his study on elephants when he died. The professor was teaching at the Addis Ababa University until the time of his death.

Tigist Kasaye was among the people who died in the minibus bombing. She was a student in the Faculty of Technology, Addis Ababa University. Tigist was a graduating student but she died before completing her study.

Source: http://news.bbc.co.uk/2/hi/africa/7411628.stm



Wreckage of the minibus

- Discuss the impacts of terrorism considering the above case study.
- Do you think that you have a responsibility in the fight against terrorism?
- What is the effect of these kinds of terrorist actions on your country's development?

Patriotism and the Common Good

CASE STUDY

A Disaster caused by Nationalistic Chauvinism

Adolf Hitler became the leader of Germany in 1933. He came to power when the country had serious problems. Germany had been defeated in the First World War and had suffered a lot because of the negative effects of that war. There were serious economic problems. A large number of Germans did not have jobs. Hitler controlled political power by promising the people a better life. He preached the superiority of the German people. He thought that the Germans were better than other nations such as the French, the Polish, the Russians etc.

He believed that Germans should rule everybody else. Hitler led his country into the Second World War. He invaded countries such as Poland, Austria and Russia. He did not like the Jewish people so he encouraged his soldiers to kill Jewish people in Europe.



Adolf Hitler

About six million Jewish people, men and women, children and old people, were killed when Hitler was in power. More than 50 million people died during the Second World War.

Discuss the following questions in groups and list the summary of your points. Ask the leaders of each group to read the summaries to the class for further discussion.

- Do you think that there are superior and inferior nations in Ethiopia?
- What is the impact of feelings that there are superior or inferior people?
- How do you feel when your nation or culture is regarded as inferior?
- Discuss how we can avoid nationalistic chauvinism.

Hitler's idea of German superiority led to Germany invading other nations and the World War II (1939–1945). This chart indicates the number of deaths in World War II.

Country	No. of deaths	% of deaths out of total population
USSR	20,600,000	10.4%
Austria	480,000	7.2%
Germany	6,850,000	9.5%
Poland	6,123,000	17.2%
G.Britain	388,000	0.8%

The total number of people who had died by the end of the war was 52,199,000

Source: http://www.bbc.co.uk

- Using the above information, discuss the effects of nationalistic chauvinism as a class.

You are responsible for promoting the public interest although you also have the right to promote your own personal interests. A patriotic citizen keeps a balance between public and private interests. You may want to have a good education, a good job, a better income and a good house, but you have to meet your own interests without going against the public interest.

There are times when your personal interests are in conflict with public interests. In this case, ethical people give priority to the public interest. This simply means that you should not have to go against the interests of your school, community, or nation in order to promote your own personal interests.

For example, you may find an interesting book in your school library. The book contains many attractive maps and pictures and you would like

Patriotism and the Common Good

to take the book. If you did, you would be getting what you wanted but you would act against the interest of other pupils. So you decide not to take the book as other students also need to use the book. This is an ethical decision. But do not forget that you can promote your personal interest without acting against the public interest. What you can do is to go to the library and copy the maps or pictures that you want. But stealing the book, or tearing out pages, would be unethical. This is promoting one's personal, selfish interests which is wrong.

? Form groups to discuss how you can promote the public interest/common good in your area. Group leaders should present their ideas to the class.

CASE STUDY

The "I" and the "We"

This real story happened many years ago. It is about Abebe who worked for an NGO which helps the needy. The NGO distributed food and oil to rural communities suffering from drought and famine. The people were in real difficulty because the drought had killed their livestock and they did not have food to survive. Children and babies were severely affected and some of them were dying. The NGO was distributing food to save people's lives.

Abebe was responsible for distributing food aid to that community. He did this but also made some money by selling some of the food and oil that should have been given to the poor. He did this every month, secretly and carefully, and was able to complete building a house in Addis Ababa.

Abebe was a selfish and corrupt official who stole from the poor.

? Discuss the following questions as a class.

- What do you think about Abebe's action? Do you think this is corruption? Why?
- What would you do if you were in Abebe's position? Discuss the problem and mention possible solutions.

REMEMBER

- Patriotism is love and loyalty to your country and devotion to promote the public interest.
- Common good refers to commitment to advance the public interest.
- We should all understand the true history of our country because it helps us to feel patriotic.
- Patriotic citizens have many duties including keeping state secrets and fighting against terrorism and nationalistic chauvinism.
- We are all responsible for promoting public interests and the common good.

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LESSON 3

Patriotism and Poverty Reduction

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

- explain the causes and effects of poverty.
- describe how citizens can help to reduce poverty.

Describe some of the responsibilities of patriotic citizens fighting against poverty?

Patriotism does not just mean fighting in battlefields. Fighting against common enemies, such as poverty and backwardness, is also patriotic. Patriotism means showing positive attitudes to your country and working for its development and prosperity. Patriotic citizens are proud of their country. But it is difficult to be proud of a country whose people are suffering from poverty and backwardness.

Our country is one of the poorest countries in the world. There are many people who do not get three meals in a day. Some people still depend upon food aid to survive in times of drought and famine. We need to fight against poverty, famine and backwardness which negatively affect the image of our country. Poverty badly affects our country and its citizens. It erodes people's pride and dignity. It makes human life miserable because it leads to poor sanitation and malnutrition, accelerates the spread of diseases and increases the death rate. It makes it difficult for many people to get access to education, health care, transportation and other services.

There are some indicators that show the level of poverty in a given country. One of these indicators is the number of children who die before the age of five. The other indicator is the ratio between the number of doctors and the number of people. Life expectancy is another indicator of poverty.

According to the encyclopaedia, *Encarta 2004*, out of 1000 babies in Ethiopia, 103 die before the age of five. There is one doctor for 35,096 people and one hospital bed for 4,141 people. Life expectancy in Ethiopia is 49 while it is more than 75 in the richer countries of the world. It is our duty to work hard in order to eradicate poverty and change the image of our country.

Ethiopians are famous for their patriotic stand to defend their country from enemies. Our fathers and mothers bravely fought against the enemies of their country and gained many victories. They gained victories over Egyptian forces at the battles of Gundet (1875) and Gura (1876) and defeated the Italian forces at the battle of Adwa (1896). They pushed out the Fascist Italian invaders in 1941 after five years of patriotic struggle. Recently, Ethiopians have defended their country from an aggressive Eritrean war. All these are great achievements and are sources of our national pride.

But internal conflicts and war were also common in Ethiopia. Many battles were fought

Patriotism and Poverty Reduction

between feudal lords and war leaders for several centuries. In most cases feudal lords and kings launched military campaigns to defeat their rivals. Although there were times when war leaders solved their conflicts peacefully, they were very rare. The continuous battles fought for centuries led to lack of peace and instability. Agricultural productivity was very poor because farmers were fighting instead of growing crops. This in turn slowed economic development.

We have to transform this war culture to a culture of working together. We need to do this to gain victory over poverty and backwardness and to be proud of being Ethiopians.

The current government of Ethiopia has mobilized the people in the fight against poverty. It has tried to bring about rapid and sustainable development. Ethiopia has many natural resources such as large areas of cultivable land and rivers that could be used for irrigation or hydroelectric power. It also has a large number of working people so it is rich in resources and labour. Ethiopia can produce enough food for all its people and even for export. It is the duty of you and other citizens to unite to eradicate famine, poverty and backwardness. This is patriotic.

Discuss the following question in groups, list your answers and let your group leader read them to the class.

- What can patriotic citizens do to reduce and then eradicate poverty?
- Do you think that government alone should fight against poverty and backwardness?
- How do you contribute to poverty reduction in your community?

CASE STUDY

Success Story of a Patriotic Farmer

Ato Sado is a farmer in Siraro district, Oromiya Region. He is one of the successful and hardworking farmers who fight against poverty. He successfully cultivated finger millet crops in 2004 and managed to deposit 13,000 birr in the bank. Ato Sado reported that he expected to get more than double of that amount in the succeeding farming season.

Source (adapted from): http://www.id21.org/insights/insights61/art01.html

Do you think that Sado is a patriot? Why? Discuss.



Ato Sado: a patriotic farmer

Patriotism and Poverty Reduction

REMEMBER

- Patriotism is not limited to defending your country from enemies; fighting against our common enemies, such as poverty and backwardness, is also patriotic.
- Citizens should know the causes of poverty in order to reduce poverty.
- One of the major causes for the prevalence of poverty and backwardness is our war culture.
- We have to transform this culture to the culture of resolving our problems peacefully and working together against our common enemy, poverty.

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LESSON 4

Voluntarism

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

- explain what voluntarism means.
- commit to giving voluntary services to your community.

Do you think that it is possible to solve community problems by giving free services? Who is responsible for giving these kinds of services?

You learnt about volunteering in Grade 9. This means serving others, or your community, for no payment. Each community has needs that should be met and problems that should be solved. As an individual, you need to live in a healthy environment. You want to enjoy peace, security and cooperation. You also need to live in a society protected from diseases such as HIV/AIDS, crime and the violation of rights. Meeting these and other needs is important to promote the well-being of one's community.

You may have seen many problems in your community. There may be people living with HIV/AIDS, children who have lost their parents, people living on the street and old people who do not have somebody to help them. You may see areas without trees where the soil is exposed to erosion. You may also see areas full of garbage and flies, especially when you live in towns and cities. Everybody wants to avoid these distasteful situations. Our problems can be solved when all of us work together and contribute something for the sake of the community. Volunteering is a civilized way of fighting against community problems. However, the culture of volunteering is not well developed in our country.

CASE STUDY

Voluntary Organizations and Volunteers in the United States

Countries such as the United States and Canada have a very rich culture in relation to voluntary organizations and activities. They have very large number of voluntary organizations and volunteers.

In 1989 there were 98.4 million Americans, 54.4% of adult population of the country, volunteering an average of four hours a week, a total of 70.5 billion hours. *(Civitas 1991: 76)*

Discuss the following questions in groups and list your answers and opinions and share your answers with the class.

- Compared to Americans, do you believe that Ethiopians actively engage in voluntary activities?
- Do you know any voluntary organizations serving the community in your town or village? What kind of services do they give to the community?
- Have you taken part in any voluntary activity to give free service to your community?

Voluntarism

Volunteers can do many things in Ethiopia. They can protect the environment from pollution and clean up and create beautiful surroundings, or work to maintain peace and a peaceful coexistence. They can also contribute in the fight against HIV/AIDS, in giving care and support to people living with HIV/AIDS or by helping street children and old people. They can work to protect the rights of girls and women.

As a citizen you can serve society on a voluntary basis. You can do this individually or by working in an organization. You read the case of Abebech Gobena in Grade 9. She started helping children and founded an organization that serves many.

You have to remember that economic and social problems can be solved at different levels. Some problems can be solved at the community level. Others could be solved by joint efforts of the community and government and non-governmental organizations. Committing oneself to give voluntary services to the community is a patriotic activity.

CASE STUDY

Tibebe Meko: A volunteer who serves



Sister Tibebe Meko is a volunteer who founded Hiwot HIV/AIDS Prevention Care and Support Organization (HAPCSO) in 1999. She founded the organization with her own money. Sister Tibebe has no children of her own but she founded the organization to help children who need support. Tibebe says: "I have no children but I want to help needy children with the money God has given me; this gives me pleasure!" HAPCSO started its work by helping 25 AIDS patients. Now it is helping over 10,000 children and adults. Parents of most of these children died of AIDS. HAPCSO trains volunteers who help poor children and AIDS patients.

Tibebe and other volunteers of HAPCSO help children by giving them food, covering their school fees, buying school uniforms and school materials. They also help AIDS patients by cooking food, washing their clothes and taking them to health centres.

HAPCSO provides home-based care for 6,000 people living with HIV/AIDS and their families. Over 900 volunteers provide this service.

Source: hapcso@telecom.net.et

Discuss these questions as a class:

- Do you think that the contribution of volunteers such as Sister Tibebe helps to solve some of our problems?
- Do you know other Ethiopians who serve children or other needy people in your area? Try to find one and write briefly about the contribution of that person and share it with the class.

REMEMBER

- Volunteering is serving others or your community with no payment.
- There are many problems that can be solved through voluntary activities.
- Volunteering is a civilized way of fighting against community problems.
- You will feel more positive about yourself if you help others.
- Willpower and commitment to a cause are needed to give voluntary services.

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UNIT SUMMARY

Patriotism is love and loyalty to your country. People develop patriotic feelings when treated equally. Respecting the equality of the peoples of Ethiopia is essential to develop a sense of patriotism. You have to fight against discrimination because it is against the notion of equality and leads to conflict. As patriots, it is also important to tolerate diversity and respect the laws of the land.

Patriotism is devotion to promote the public interest or the common good. Common good refers to that which benefits citizens. We are all responsible for promoting public interests. We should understand the true history of our country because it helps us to feel patriotic.

Patriotism is not limited to defending your country from enemies. Patriotic citizens have many duties including keeping state secrets and fighting against terrorism and nationalistic chauvinism. Fighting against our common enemies, such as poverty and backwardness, is also patriotic. Citizens should know the causes of poverty in order to eradicate it. One of the major causes for the prevalence of poverty and backwardness is our war culture. We have to transform this culture to the culture of resolving our problems peacefully and working together to fight our common enemy, poverty.

Volunteering is serving others or your community for no payment. There are many problems that can be solved through voluntary activities. Volunteering is a civilized way of fighting against community problems. You will feel more positive about yourself if you help others.

GLOSSARY

Chauvinism:	Excessive and blind patriotism; it is associated with an exaggerated belief that one's nation is superior to others.
Discrimination:	The treating of some people better than others on the basis of cultural background, sex, etc.
Equality:	A state of being equal in having similar rights, benefits, burdens and opportunities.
Welfare:	The general well-being, happiness and safety of a community.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – True or false

1. The followers of Adolf Hitler killed about six million Jews during the Second World War; this is a good example of discrimination.
2. The public interest and personal interests do not go together because, when individuals promote their interests, they go against the common good.

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Part II – Multiple choice

1. Which of the following is not important to promote patriotism?
   (*a*) avoiding discrimination
   (*b*) tolerating diversity of cultures
   (*c*) maintaining absolute equality among citizens
   (*d*) providing equal opportunities to all
   (*e*) none of the above
2. Patriotic citizens keep the secrets of the state. This means that:
   (*a*) they do not expose illegal actions of government officials
   (*b*) they keep top state secrets such as military strategies
   (*c*) they have no right to get information about government policies
   (*d*) all government affairs are secrets that should be kept carefully
   (*e*) none of the above
3. Leaders such as Hitler are nationalistic chauvinists because:
   (*a*) they consider their nation superior to others
   (*b*) they invade other countries in the name of national interest
   (*c*) they promote extreme nationalism which may lead to war
   (*d*) they promote democracy and equality
   (*e*) all of the above except (*d*)
4. Which of the following is not an indicator of poverty?
   (*a*) life expectancy
   (*b*) death rate of babies under age of five
   (*c*) doctor-people ratio
   (*d*) population number
   (*e*) all of the above

Part III – Short answers

1. List five problems that can be solved by volunteers or voluntary activities in your kebele or town?

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Unit 6
Responsibility

Introduction

Your understanding of this unit will depend on all those lessons you learnt in Grade 9. Moreover, the knowledge you have obtained on democracy, the rule of law, equality, justice and patriotism in Grade 10 will also help expand your knowledge on responsibility.

Lessons

1. A Citizen's Duties
2. Taking the Consequences of your Actions
3. National Responsibility
4. Responsibilities for the Protection of our Natural Resources and Cultural Heritage
5. Creating a Common Front Against HIV/AIDS

What you will learn

You will:

- recognize the various responsibilities that citizens have.
- understand, as citizens, the responsibilities you have to protect natural resources and cultural heritage, as well as public property.
- know your responsibilities as citizens in the fight against HIV/AIDS.

Key words and concepts

- Civility
- Civic mindedness
- Compromise
- Conflict management
- Constitutional responsibility
- Cultural heritage
- National emergency
- Natural environment
- National responsibility
- Organizational responsibility
- Personal responsibility
- Social responsibility
- Self-discipline
- Surplus



Mother having responsibility for a growing family

LESSON 1

A Citizen's Duties

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

- explain what the duty of a citizen should be.
- describe how to carry out your responsibilities.

What duties do you think you have as a citizen? List down and present them in class.

Every citizen has civic duties. Civic duties are the responsibilities of all citizens. Civil duties are part of the constitutional responsibilities of citizens of a country. Exercising civic duties is an integral part of democratic values.

Hopefully, as a student, you will stay in school for a few more years. Today, your duties are limited and mainly related to your school life. While you are at school, your duty is to study to succeed. In addition to this, you have to help your parents at home by sharing some of the work.

Nevertheless, wherever you are, you have civic duties to perform. These include treating everyone with respect. Civic duties include being hardworking, tolerant, compromising, open-minded and loyal to democratic principles and values. When you perform your civic duties well, you handle ethnic, linguistic and religious diversities properly. While exercising your civic duties, you develop the attitude of tolerance to live in peace with others. This is one of the democratic values you need to embrace as a citizen of this country. Obeying the law and respecting the rights of others are part of the civic duties of citizens. It is also your constitutional responsibility to do this.

When you leave school your duties will change and expand in nature and scope.

You have to be open-minded in order to learn the skills needed to settle conflicts. One of the skills you have to develop is compromise. Compromise means to give up part of your demands and accept some of the demands of others. This way, both of you gain something and develop the feeling that you are not a loser in the process. Thus, you create an enabling environment to work together. You can be an open-minded citizen when you start to respect the different viewpoints of friends, classmates and others. As an open-minded person, differences do not set you apart but can contribute to bringing people together through understanding. To be hardworking is one of the civic duties of citizens. It is through hard work that you can improve your own life, now and in the future.

A Citizen's Duties

Performing public services is part of the duties of citizens. Public services are those activities which help people in a community. The principle of public service is to promote the common good. There are a number of ways that you can take part in public service activity. Helping HIV/AIDS patients is one public service activity you can participate in. To be part of the national movement for the reforestation of the country is another activity. You can take part in those activities which contribute to the good of community life. When you do this, you are discharging your responsibilities in performing public services.

? Form groups to discuss and list down some of your civic duties as citizens. Group leaders should present their ideas to the class.

CASE STUDY

Compromise: a Gateway to Social Life

Matios Didena and Marcos Orsango were two Grade 10 students who were also friends living in the same community. They had different viewpoints on some issues. They stood 1st and 2nd in rank in their respective sections. Matios Didena advanced the idea that they should study all the time and not waste time playing with friends. He said, "We should not even help our parents at home because this is an obstacle to studying."

Marcos Orsango has a different idea. He said, "We need to have time to play, time to help our parents and time to study." He also stated that they needed to plan to use time properly and also balance work and leisure. Matios Didena disagreed with the ideas of his friend but, after some discussion, they were able to agree to spend more time in studying, helping parents at home and playing with friends in sports.



Playing with friends is important

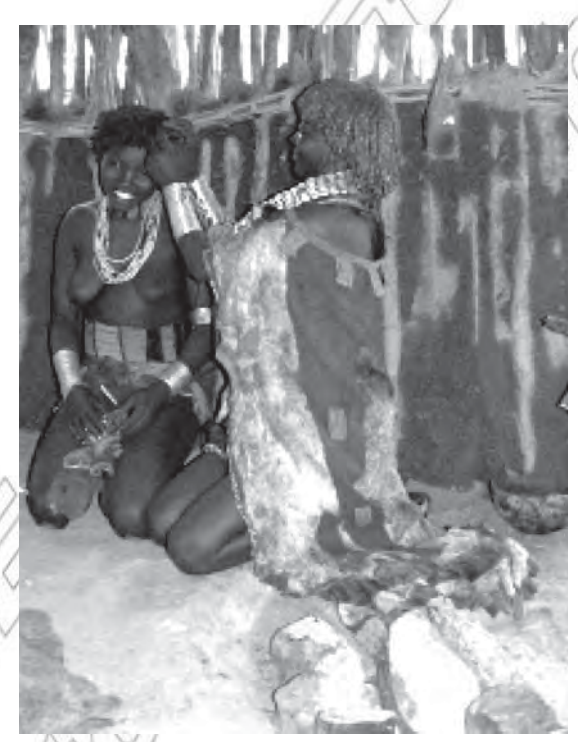
? Form groups to discuss the best way to spend time in school, with friends and at home. Discuss how you resolved differences of opinion among yourselves up to now. What lessons have you learnt to help you solve differences of opinion in the future?

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A Citizen's Duties

REMEMBER

- Civic duties are the responsibilities of citizens.
- Civic duties include being hardworking, tolerant, compromising, open-minded and being loyal to democratic principles and values.
- Every citizen has civic duties.
- Exercising civic duties is an integral part of democratic values.
- Obeying the law and respecting the rights of others form part of the civic duties of citizens.
- To be hardworking is one of the civic duties of citizens.



Sharing time with friends is also valuable

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LESSON 2

Taking the Consequences of your Actions

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

- describe your personal responsibilities.
- describe organizational responsibilities.

Have you ever thought of any responsibility arising from your own action? Have you ever done anything wrong? Were you asked to explain why?

People live as members of a society or community. They live in families. It is not possible for us to live outside society. That is why man is called a social animal. A society is formed when people live together in a common settlement. Those who live together share values and resources. In addition to this, society gives protection to its members. On the other hand, living in a common settlement imposes obligations on everybody. The obligations are the responsibilities that members have to fulfil. As a citizen, you have a number of responsibilities. These responsibilities can be categorized into three main areas:

1. Personal responsibility;
2. Organizational responsibility;
3. Social and moral responsibility.



A person fulfilling her responsibilities

Personal Responsibility

Each person has the responsibility to manage his/her own life well. You have to make good choices in life. You have to choose a way of life that could help you to be successful. You may want to be a doctor but you can't become one unless you are very committed and work very hard to achieve.

You also have a personal responsibility to



Students studying in the library

Taking the Consequences of your Actions

respect your mother and father. You have to listen to what they say. You have to look after everything at home and help your family. Your personal responsibility is not limited to thinking just about yourself. You have a responsibility to care for others and should contribute to the well-being of groups, your community and your country. Your own family is the place where you start to learn to care for yourself and others.

Exercising personal responsibilities is the gateway to a good life and being successful in the future. A person who competently undertakes personal responsibility will be equally able to exercise organizational, social and moral responsibilities.

? Form groups to discuss and list down your personal responsibilities at home, in school, in your community and as a citizen of the nation. Group leaders should present their ideas to the class.

Organizational responsibility

At school you have personal and organizational responsibilities. Organizational responsibility is the concern for the well-being of an organization. Respecting your teachers and fellow students is part of your organizational responsibilities. In different organizations, your responsibilities will vary depending on the nature and type of the organization.

After completion of study, when you start work, your responsibilities will change. If you join the Ethiopian National Army, for example, your responsibility is going to be different from civilian life. Tight discipline, keeping the secrets of the military establishment and punctuality are extremely important as a soldier. If you fail to fulfil any of your organizational responsibilities, the outcome can be extremely dangerous. If you are devoted to serving your country as a soldier, you have to be prepared to take on such responsibilities. Note that when you fail in your organizational responsibilities you will endanger the very existence of the organization and the members thereof.



School — a place where we learn responsibility



A military establishment —
its activities must be kept secret

Social and moral responsibilities

Citizens have social and moral responsibilities. Social responsibility means thinking about the well-being of society. Moral responsibility means behaving in ways that confirm to the social norms. To respect senior citizens is a moral responsibility. There are many ways in which moral responsibilities

Taking the Consequences of your Actions

are expressed. These include punctuality, honesty and keeping a promise. Punctuality at work and elsewhere is an important moral responsibility. **Punctuality** means being aware of the importance and value of time in all your activities. When you fix an **appointment** with someone else, you have the moral responsibility to appear on time.

Honesty is an essential moral value. Lack of honesty seriously damages social life. Honesty is an important part of a good personality.

A **promise** is a pledge you give to someone to definitely do something. If you have promised something, then you have to keep that promise.

Social responsibilities arise from social life. Every society has specific norms and values. You have the social responsibility to respect the norms and values of society. As you saw in Lesson 3 of Unit 1, social life gives rise to certain obligations that citizens have to follow. These may include obeying the norms, values and moral standards of society. You also have a responsibility to behave well at school and in your community.

You have to be grateful for any service you get from others. To thank people who give you service is a moral responsibility.

Copy this table. Form groups to discuss and list on the copy some of your responsibilities in the table. Group leaders should present their ideas to the class. An example is provided.

	Personal responsibility	Organisational responsibility	Social & moral responsibility
1	Keeping oneself clean	Respecting the rules and norms	Giving support to the needy
2			
3			
4			
5			

CASE STUDY

Misbehaviour — a social curse

A group of friends occasionally go to Wondo Genet Resort for enjoyment. They go for the hot baths, swimming and excursions. They pass a lot of time swimming and walking in the forest. Every time they go, they take a radio cassette to listen to music. A few in the group misbehave in a way that disturbs others who are there to enjoy themselves in the peaceful environment. They go into the swimming pool without first taking a shower, which is one of the resort's rules to keep the swimming pool clean.

Form groups to discuss what you could do when you see misbehaviour in public places. How would you behave in places meant for recreation?

Discuss times when you have been embarrassed by the bad behaviour of other people. Do you have a responsibility to ask people to stop behaving badly?

Taking the Consequences of your Actions



Wondo Genet serves as a resort area

REMEMBER

- To respect your teachers and to behave in a friendly way to fellow classmates is part of your organizational responsibilities.
- Social responsibility is to think about the well-being of society.
- Moral responsibility means to behave in ways that conform to social norms.
- Organizational responsibility is concern for the well-being of an organization.
- Each person has the responsibility to manage his/her life well.
- A person who successfully undertakes personal responsibilities will be equally successful in exercising organizational, social and moral responsibilities.

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LESSON 3

National Responsibility

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

- describe what your national responsibilities are.
- be responsible for your actions.

Discuss, as a class, what you think your national and social responsibilities are.

Your national responsibility includes doing everything you can for your country. Respecting the Constitution, and other laws of the country, is part of your national responsibilities. To have active public participation is an area of national responsibility. It is part of the national responsibility because it helps secure democracy in society. To be hardworking and improve the image of the country is one of your national responsibilities.

In times of peace, you enjoy the benefits which your country offers to its citizens. Therefore, in times of war you have to defend it to continue to benefit from what the country can give. During invasion, citizens of Ethiopia have the responsibility to defend their motherland. It is their responsibility to respond to a national emergency call as quickly as possible. Fighting aggression is one of your national obligations. You fight invaders in order to keep the people and the country alive. Citizens can then enjoy the benefits that living in a peaceful country can offer to them.

Another of your national responsibilities is to resolve conflict in a peaceful way. Conflicts are quite normal in social life. Conflicts can arise when people fail to understand each other or feel they are treated unfairly. When this happens, what is important is to be able to settle disputes peacefully. If you can do this, then you will create a positive atmosphere that enables you to work with others.



Working hard is a characteristic of patriotism



Defending the motherland is the duty of all

National Responsibility

Copy this table. Form groups, discuss and list on the copy some of your national responsibilities in the table below. One example is provided.

	National responsibilities of citizens
1	Being productive in a career
2	
3	
4	
5	
6	
7	

CASE STUDY

Adanech and Bedelesh continued the discussion that started in class on their way home. The topic for discussion was executing citizens' national responsibilities. Bedelesh did not support the idea of fighting during an invasion. To her, this was exclusively the job of the armed forces.

Adanech disagreed and told her that this was a national obligation so as not to lose our freedom. She argued that, if we didn't fight, then we would have to live under the control of enemy forces.

Bedelesh argued, "If I die in fighting, no one is going to remember me. So, why should I sacrifice my life?"

Adanech disagreed, saying, "If we do not fight and maintain the independence of our country, our very existence would be jeopardized."

Form two groups, to evaluate the ideas of Bedelesh and Adanech. Group leaders should present their ideas to the class.

REMEMBER

- Respecting the Constitution and other laws of the country is part of your national responsibilities.
- In times of war and invasion, citizens of Ethiopia have the responsibility to defend the motherland.
- Your national responsibility includes doing everything you can for your country.
- You have the responsibility to resolve conflict in a peaceful way.
- To be hardworking and improve the image of the country is one of your national responsibilities.

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LESSON 4

Responsibilities for the Protection of our Natural Resources and Cultural Heritage

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

- explain the role of citizens in protecting natural resources and our cultural heritage.
- describe the economic importance of natural resources and our cultural heritage.
- contribute to the protection of our natural resources and cultural heritages.

What responsibilities do you think you have to protect our natural resources and our cultural heritage?

Natural Resources

As citizens you have the responsibility to protect natural resources. Natural resources are limited and some are not even renewable. For example, minerals like gold, iron and oil are finite. Some things, like forests, can be renewable as you can replant them after cutting. As you utilize natural resources you must develop the sense of responsibility. The reckless use of natural resources can lead to people suffering because their improper use could lead to drought and famine.

In Ethiopia, the population increase has contributed to the depletion of natural resources. This has led to the shrinking of the forests in the country. So, in order to improve our lives, you have to protect and use the natural resources responsibly and properly. In Ethiopia, deforestation has caused many problems. The decrease in the forest coverage has led to the expansion of desertification in the country. Before it is too late, a national movement has to be initiated to campaign to replant trees and stop the creeping desertification. Students, like you, have the responsibility to participate in reforestation activities.



Barro River — one of our natural resources



Forests are important natural resources

Responsibilities for the Protection of our Natural Resources and Cultural Heritage



Drought and famine in Ethiopia

Through reforestation, you help to stop famine and drought and allow the wildlife to survive. For example, protecting forests will help to increase rainfall and enable farmers to produce more crops. To have more crops means to have more food. The surplus created in agriculture could support the industrialization of the country. If agriculture and industrialization are linked in this way, the living conditions of the people will improve.

Preserving natural resources is not confined to preserving the forests and replanting them. It includes making rational use of the minerals and other finite resources. You have to protect and rehabilitate natural resources for future generations. This will contribute to economic development.

You and your friends in school and others in the community should act responsibly to protect and preserve natural resources. You cannot afford to ignore the responsibilities you have in protecting these resources. If you fail to do so, then you and the generations to come will suffer. Shortage of rain followed by drought and famine, caused by the improper use of natural resources, will make life for millions of Ethiopians intolerable.



Awash Falls



Lake Tana

Copy this table. Form groups in class and discuss how you can be active in preserving the natural resources of your own surroundings. On the copy of the table, list some of the natural resources of the country and indicate where they are found and how they are used. Examples are provided.

	Natural resources	Location	Use
1	Mountain Nyala	Bale Mountains	Tourism
2			
3			
4			
5			

Responsibilities for the Protection of our Natural Resources and Cultural Heritage

CASE STUDY

'Friends of the Earth' Club

In Amhara, Oromia and Tigrai regions, high schools students of 10th grade have established 'Friends of the Earth' clubs. These clubs were formed after students studied the lessons on natural resources. They committed themselves to be true friends of the earth. The students of each high school discussed how their surroundings had once been covered in forest. But now, most of the trees were gone because people had cut them down for years without any thought of the consequences.

The students involved their respective schools administration to get help to rehabilitate their areas. They aimed to involve other students in schools nearby. They planned to undertake grand reforestation programs to be conducted every summer. Their programs included replanting indigenous trees, agroforestry, terracing hillsides and protecting wild animals. In their agroforestry program they planned to plant trees like apple, orange, avocado, papaya, banana, coffee etc., to increase the income of the people.

The schools administration appreciated the initiative that students had taken and agreed to contribute their share. Different committees and subcommittees were formed to mobilize students and involve government offices in providing support.



Copy this table. Form groups and discuss the possible benefits of aforestation, agroforestry, terracing and the preservation of the wild animals. Do you believe that you too will form such a club in your school? List on the copy what you can do in your own area. Examples are provided.

	Type of activities	Owners of the projects	Time to start up	Economic benefit	Others to be involved
1	Commodity service for students	Student council	Start of school year	Fair price for students & some profit to project	Retailers and producing enterprizes
2					
3					
4					
5					

CASE STUDY

Three Trees for the Third Millennium

This is a national program promoted by the National Millennium Office. It is to create awareness among Ethiopians and to contribute to the reforestation of the country. The program envisages replanting indigenous trees. The people, government, NGOs, voluntary or civil associations have roles to perform to make Ethiopia greener. The federal and regional governments will have to take the lead in terms

Responsibilities for the Protection of our Natural Resources and Cultural Heritage

of providing the seedlings and land where the re-plantation will take place. Planting trees is planting life on the soil. The life you plant on the soil makes your own life better as it avoids such natural calamities as floods and landslides.

? Form groups and discuss the benefits of such a national program. Are you ready to participate in such a great reforestation campaign? In what ways do you think you can contribute? Group leaders can present their ideas to the class for discussion.

We also have a responsibility to preserve our historical and cultural heritage for future generations. Each historical and cultural heritage is unique, because it adds value to our national interest and pride. Our cultural and historical heritage includes the monuments of Axum, the monolithic rock churches of Lalibella, the Gondar Castles, Aba Jeffar's Palace in Jimma and the cave of Sof Omar etc.

Tourists come to places where such unique sights exist. Ethiopia is one of the few countries which is rich in cultural heritage. Our historical heritage attracts tourists who bring money to spend on hotels and services. Hotels are built in areas where such heritages are found and they create job opportunities for people who live there. Tourists also buy handicrafts from the local people. This helps to improve the living conditions of the people. So the local people, and the population in general, need to develop knowledge of how to protect and promote their heritage. Ethiopia can benefit from tourism tremendously.

Roads, and airports are also built for easy access to the historical sites. These help to improve the living conditions of the people. Small business could develop at household level and many will get the opportunity to benefit. Moreover, the tourists learn more about you and your culture. Tourism helps to bring peoples of the world closer together and develop understanding. As you protect and preserve your historical/cultural heritage, so you contribute to the economic development of your country. In doing so, your own life will improve.



Sof Omar Caves



Debre Damo Church

Responsibilities for the Protection of our Natural Resources and Cultural Heritage

Copy these tables. Form groups and fill in the copies, discussing how cultural heritages attract tourism and help develop the country. An example is provided.

	Cultural heritage	Location	Benefits
1	Tiya stone monument	SNNP	Tourist attraction
2			
3			
4			
5			

	Visitors		Most frequently visited	Less frequently visited
	Ethiopians	Non-Ethiopians		
1				
2				
3				
4				
5				

CASE STUDY

Alehegn — a responsible student

Alehegn is a Grade 10 student. One market day a relative came to visit his parents. The person stayed as a guest with them for a week. Alehegn saw something unusual in the person's bag. He saw an ancient Ge'ez manuscript that could possibly belong to a church. He informed his father and insisted him to act quickly before it went out of this person's hands. The father appreciated the concern of his son and talked to the person about the matter. He asked him how he got the manuscript and what he planned to do with it. The guest told him that he got it from a church nearby. He was to sell it to raise money. Alehegn's father proposed that he was willing to give him some money if he gave him the manuscript. He succeeded in the deal and Alehegn's father gave the manuscript to the local administrator. The manuscript was then returned to the church it was taken from.

Form groups and discuss the damage done when artefacts or cultural heritages are stolen and sold. Group leaders can present their ideas to the class for further discussion.

Responsibilities for the Protection of our Natural Resources and Cultural Heritage

CASE STUDY

Aba Jeffar's Palace

The palace known in the name of Aba Jeffar is found in the state of Oromia in the city of Jimma. Aba Jeffar had ruled over a vast territory and had been one of the wealthiest leaders of 19th and early 20th centuries in Ethiopia. He constructed the big palace in Jimma because it was the centre of his administration. It is believed that foreigners contributed to the construction of this palace. It was a modern construction for that period.



Aba Jeffar's Palace

REMEMBER

- As citizens, you have a responsibility to protect natural resources.
- Natural resources are limited and some are not renewable.
- In Ethiopia, the population increase has contributed to the depletion of natural resources.
- Protecting natural resources contributes to economic development.
- Our historical and cultural heritages have to be preserved for future generations.
- Each historical and cultural heritage is unique.
- Historical/cultural heritages have to be preserved because they are living expressions of a given culture.
- Ethiopia can benefit greatly from tourism.

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LESSON 5

Creating a Common Front Against HIV/AIDS

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

- explain the responsibilities of citizens to combat HIV/AIDS.
- describe the impact of HIV/AIDS.
- help to combat HIV/AIDS.

Form groups to share ideas on the impact of HIV/AIDS in schools and communities.

In Grade 9, you learnt about HIV/AIDS, the sexually transmitted disease that affects millions across the world. You have learnt about your personal responsibility to stop it and to treat AIDS victims with concern and sympathy. In this lesson, you are going to learn about the damage it causes to individuals in particular and society in general. You will learn what you and the rest of society can do to stop it.

We all need to fight against HIV/AIDS as it is a dangerous infectious disease. It is spreading quickly and can affect anyone, including you. You should fight it because it affects the most productive section of the population. HIV/AIDS causes serious problems to individuals, society and the country at large. A person with HIV/AIDS faces many problems. He/she often cannot work, so life can be very difficult. When many people are infected, it becomes a serious social problem. Sometimes, in places like major cities, where many have died as a result of AIDS, Iddirs are unable to pay money to the families of the deceased. This is an example of a social problem caused by HIV/AIDS. When the productive section of the population is affected by HIV/AIDS, then industrial and agricultural production decreases. This creates a difficult situation for the economy of the country to develop faster.

Poor countries, like Ethiopia, have limited resources for the development of agriculture, the expansion of schools and health care, and for the construction of roads etc. Unfortunately, with HIV/AIDS spreading, a large portion of the national budget of poor countries is spent addressing this pandemic. This is a big obstacle to development.

As a citizen you have a role to reverse this national problem. One way to do this is to protect



We have to stop the spread of HIV/AIDS

Creating a Common Front Against HIV/AIDS

yourself and others from HIV/AIDS. When you protect yourself, you are also protecting others. You have to help others to develop the awareness to use condoms and avoid multiple sexual partners, excessive alcohol and drug use. Treating HIV/AIDS may not be the best solution in the fight against AIDS. The best solution is to stop AIDS, *i.e.*, to avoid the infection in the first place. This is possible if you decide to think carefully about how you can live a successful life and take personal responsibility.

Controlling and combating cancer is not as easy as controlling HIV/AIDS. This is because scientists do not know the exact cause of cancer. However, since the cause of HIV/AIDS is known, one has a responsibility to protect his/herself and the community from this disease.

Copy this table. Form groups to discuss the effect of HIV/AIDS on individuals and country. Use the copy of the table to list them in each column.

Look at the second table and list the roles of individuals and organizations in combatting HIV/AIDS. Examples are provided.

Effect of the spread HIV/AIDS on

	Individuals	Family	Society	Country	World
1	Loss of job	Loss of support	Increase demands on health service	Affects the economy	Development support diverted to AIDS care
2					
3					
4					
5					

Roles to combat HIV/AIDS

	Your roles	Family's roles	Community Kebele's roles	School roles	Government's roles	Roles of religious organizations
1	Avoid contracting HIV/AIDS	Support and care for victim	Sensitisation and support	Education and awareness	Providing ARDs for sufferers	Educating members
2						
3						
4						
5						
6						
7						
8						
9						
10						

Creating a Common Front Against HIV/AIDS

CASE STUDY

HIV/AIDS — a serious problem in Africa

HIV/AIDS can affect anyone in the world. Those between 15 – 49 years of age are the most vulnerable group of all. It mostly affects the young. A 2005 report on HIV/AIDS indicates that about 40 million people are infected throughout the world. Out of this number, 25 million are in sub-Saharan Africa. This is 12% of the population of sub-Saharan Africa. Ethiopia is one of the countries seriously affected by HIV/AIDS.

New studies are showing that the fight against HIV/AIDS will fail if there is gender inequality. This is because one of the main reasons for the transmission of the disease is gender inequality and sexual violence against women and girls. Many women have become HIV-positive because of rape and violence committed against them. Sometimes husbands get infected with the virus when they sleep with other women. Then they bring the disease to their wives. Women often cannot protect themselves from the HIV infection because they are vulnerable and not empowered. Even when they have been infected in this way, most women do not report it to the police because they depend upon their partners for economic reasons.

? Do you think ensuring gender equality is important to fight against HIV/AIDS? Why?

CASE STUDY

Gender Inequality and the fight against HIV/AIDS

Kousalya Periaswamy, living in India, was left HIV positive at the age of 19 by a husband who only told her he was infected a few weeks after their marriage. She decided to talk about her story in order to encourage women who are HIV positive like her.

The group of women she encouraged founded an association known as the Positive Women's Network of South India. Now the association has thousands of members. It provides counseling and social services and has given hope to many women and girls.

REMEMBER

- ❒ We all need to fight against HIV/AIDS as it is a dangerous infectious disease.
- ❒ AIDS can affect anyone, including you.
- ❒ It kills the most productive section of the population.
- ❒ A person with HIV/AIDS faces many problems.
- ❒ A large portion of the national budget of poor countries is spent addressing problems related to HIV/AIDS.
- ❒ You have to help others to develop an awareness of how to combat HIV/AIDS.

UNIT SUMMARY

Responsibility means taking care of yourself and others. Responsibility can be expressed at different levels *i.e.*, personal, organizational, social, moral and national. Preservation of natural resources and the protection of cultural heritage is the responsibility of all of us. Combating HIV/AIDS is a national responsibility that you have to take part in. A responsible citizen will succeed in life and will be able to contribute to national development.

GLOSSARY

Civility:	Behaviour of citizens to treat each other with respect.
Civic mindedness:	Showing concern to work for the common good or promote the public interest.
Compromise:	Giving up some of your demands to settle a disagreement.
Conflict management:	Discussion on difficult issues which requires compromise.
Constitutional responsibility:	The responsibility that arises from the provisions of the Constitution that individuals and groups have to respect.
Personal responsibility:	The responsibility of a person to execute his/her duty in an efficient and effective manner.
Social responsibility:	The responsibility that individuals have towards a group, community or society.
Organizational responsibility:	The responsibility of those working in organizations.
National responsibility:	The responsibility one has to the well-being of a country.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. The different types of responsibilities you have may include:
   (*a*) social responsibility
   (*b*) individual responsibility
   (*c*) national responsibility
   (*d*) all
2. What can you do to protect natural resources?
   (*a*) replant trees
   (*b*) protect trees
   (*c*) protect wild animals
   (*d*) all
3. The way to stop HIV/AIDS is through:
   (*a*) the use of condoms
   (*b*) avoiding multiple sexual partners
   (*c*) avoiding drug use
   (*d*) all

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Part II – True or false

1. HIV/AIDS cannot be stopped.
2. Natural resources are created by people.
3. Cultural heritage contributes to economic development.
4. When a national emergency occurs you should defend your country.
5. The community you live in needs your involvement.

Part III – Short answers

1. Name some of your individual responsibilities.
2. Write down three responsibilities you have in school.
3. Name some of the responsibilities you have in your community.
4. What can you do to combat HIV/AIDS?
5. How do you protect our natural resources and cultural heritage?

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Unit 7
Industriousness

Introduction

You have seen the different responsibilities expected of you in Unit 6. This unit deals with the rewards which you get from work. The personal well-being you get from work is also discussed in this unit. You will also learn about the importance of having good work habits and of improving your skills.

Lessons

1. Work and Well-being
2. The Importance of Good Work Habits
3. Choice of Economic Systems
4. Improving your Work Skills

What you will learn

You will:

- understand the relation between work and well-being.
- realize the damaging impact of poor working habits.
- appreciate the importance of improving your skills.

Key words and concepts

- Command economic system
- Economic system
- Economic potential
- Globalization
- Improving skills
- Market economic system
- Material things
- Mixed economic system
- Physical labour
- Self-fulfillment
- Time misuse
- Work habits



Shoeshine boy earning money for his family

LESSON 1

Work and Well-being

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

- describe the rewards and satisfaction which we get from work.
- describe what qualities are essential for work.

- What kind of reward do you think you get from work?
- What do you think are the essential elements for work?

As you have seen in Grade 9, when we work we make something useful or serve others. We are going to look at the importance of work for our well-being. **Well-being** means the enjoyment and happiness that we get from both material and non-material rewards in life and work. You can benefit from work in many ways. First of all, if you work hard, you will have more money. And when you have more money you can have more **material goods**. Having more material goods makes your life easier.

Also, if you work you can become **self-fulfilled**. This means that you will feel good about yourself. Self-fulfillment means being satisfied with one's situation. Work is satisfying for two reasons. First, you can buy what you need and want. Secondly, you feel satisfied and self-fulfilled because you have done something well.

Another important benefit of work is that it can make people **happy.** When you understand that all the work you do is contributing to something useful, it makes you happy. In addition, you are able to help yourself and society through work. If you are happy with what you do, you will do your work better and this helps you to succeed in your career.

In order to get satisfaction from work you have to finish it on **time**. This is because the reason you work is to do something useful that will be ready when it is needed. If it takes too long then this may indicate that you are not working effectively or efficiently. If, for example, you are administering medicine, it is important that you do it when you are asked so that the patient gets it in time to help, otherwise delay may cause death of the patient.

All types of work are important and should be respected. Both white collar workers and blue collar workers are important because we cannot



All types of work are important

Work and Well-being

live without them. Blue collar workers are also called physical labourers since they mostly use **physical labour** to do their work. For example, factory workers use physical labour in the process of production. Their contribution includes all the materials we use at home or at school.

CASE STUDY

Tilaye's body parts

One day parts of the Tilaye's body held a meeting to discuss their problems. The body parts all complained about the stomach. Tilaye's eyes were the first ones to speak. They complained that they work all day long by helping Tilaye see what he is doing while the stomach is just sitting there eating all the food. The legs said that they help Tilaye move from place to place while the stomach is just eating. Tilaye's brain spoke next saying that it controlled everything in Tilaye's body. The other parts also agreed that they were doing all the work while the stomach just did nothing.

Finally, the stomach said "If you think that I am not working, then I will stop eating from now on." They all agreed that the stomach should not eat. After a few days, the hands and legs became very tired. The eyes became red and almost closed. The brain was tired and could not control the body or think properly. Then they realized that the stomach was actually doing very important work. They realized that they could not live without the stomach. Finally they apologized to the stomach and asked it to start eating again.

? Consider the message from this story and relate it to real life. Think of individuals whose role or work appears unimportant or unnecessary but, as part of a larger activity, is crucial. Discuss.

We have seen that all work is important. Both men and women play important roles in providing useful goods and services for us. Everybody can do important and useful jobs starting at home and in the work place. There are women soldiers, pilots, physical labourers etc. There are men who are chefs and cooks. So, it is not right to classify work as a man's work or a woman's work. Some people think that women only belong in the house and should not work outside. Yet women are just as productive as men in the workplace, as well as in the home. Since women make up half of society, the work they do in all fields is extremely important.

CASE STUDY

W/ro Asegedech Assefa (first Ethiopian Female Pilot)

W/ro Asegedech Assefa was the first Ethiopian female pilot. As a woman she faced many challenges while trying to become a pilot. A lot of people told her that this profession is for men only. They also told her that she would not be able to handle the job very well. However, in spite of all the negative feedback, she managed to become a very good pilot in the Ethiopian Airlines.

? What do you think about the story of W/ro Asegedech Assefa?

Do you think there are any professions that should be classified for men or women? Why?

Work and Well-being

Lunchtime is from 12.30 to 1:30. At 12:25 your boss asked you to do a small task. It was an important part of the bigger job which you were working on and would require just a few minutes.

Discuss in the class whether you would:

(a) Do what your boss asked, even if it took you until 12:35, because it was important to get the work done.

(b) Say that you had to go to lunch and he would have to wait until afternoon.

Finally, have a vote in class to see how many people agree with a or b.

REMEMBER

- Work is important for personal well-being.
- Work has to be completed in a given time.
- All types of work should be respected.
- Physical labour is important.
- Women are a very important part of the community as a productive workforce.



Physical labour is no less important

LESSON 2

The Importance of Good Work Habits

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

- explain the effects of absence of good working habits on personal and national development.

Are good working habits are important to personal and national development? Why?

You saw in Lesson 1 that working hard is beneficial for the individual. You also saw in Grade 9 that working benefits the country as well. In order to get these benefits, it is important to have good working habits. In many of the developed countries people work hard. They understand that, by having a good working habit, they could benefit. Some people have more than one job so they may work in the evenings and go to work early in the morning. Because of this good working habit, the people earn more money and are able to buy the things they need and want. In addition, their country also continues to grow.

The success of many developing countries is partly due to good use of time and resources. One of the reasons that people remain poor in this country is lack of time management. It is important to respect work and work hard. Therefore, it is important to come to work on time but this is not enough. It is also important to work efficiently and effectively — that is doing a job well using the least amount of time and resources. This will help reduce the cost of doing things in the workplace, thus saving money which could be used more productively.

CASE STUDY

Road Construction by the Chinese

The Chinese people are very well-known for their good working habits. They are very devoted to their jobs. They do whatever they have to do on time and without wastage of resources. Because of this their country's economy is growing rapidly.

40 years ago the Chinese were among the poorest in the world. Today China is one of the world's most powerful countries. They also work in different countries which benefits both them and the host countries.

In Ethiopia, the Chinese are involved in road construction. People notice that the roads constructed by the Chinese are of good quality and are completed on time. This is because they have good work habits. They work both day and night in muddy and dusty places. They respect their work.

? Why do you think having good working habits has helped the Chinese economy?

The Importance of Good Work Habits

Lack of good working habits leads to many problems. First it harms the individuals. If you lack good working habits you will not be self-fulfilled. Also you will not be happy since you will not be able to help yourself and others. You will not become successful or reach the level you want. Staying in the same position for a long time can become boring and frustrating and you may hate your job. Eventually you could be fired from your job for lack of good working habits.

When you lack good working habits you will not accomplish your assigned tasks well. If the work is not accomplished, people who need those goods or services will not benefit. The organization will not benefit either because it will not achieve its aims and goals. Without good working habits of its citizens, the country will stay in poverty because the economy will not grow. Therefore, lack of good working habits hurts both the individual and the country.



Children develop good working habits at an early age

CASE STUDY

Lack of Good Working Habits

Tassew is a clerk in a bank in Addis Ababa. The bank he works in has a lot of customers that come in early every morning. Some of them take out money because they have to make payments. Some of them come to deposit money. It is important that they receive good quality service from the bank.

Tassew started coming to work very late and a lot of customers had to wait for him. One of the customers, Ato Beyene, was very angry with Tassew since he was not serving them very well. Ato Beyene had to take out money early in the morning because he had to pay his workers. Since Tassew came late, he was not able to pay them on time. Because of this Ato Beyene decided to stop using Tassew's bank and went to another bank. Many customers also decided to change to another bank. Because of this the bank lost its customers. The manager of the bank decided to terminate Tassew's employment.

? Discuss the story of Tassew.

The Importance of Good Work Habits

REMEMBER

- It is important to have good working habits.
- Good working habits helps develop our country.
- Lack of good working habits hurts both the individual and the country.

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LESSON 3

Choice of Economic Systems

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

- explain the importance of a sound economic system for development.
- describe the positive and negative sides of globalization in general.

- Do you think a sound economic system is important for development? Why?
- What do you think about globalization?

You have seen the different types of economic systems in Grade 9. You have also seen that an economic system influences the decision on what to produce, how to produce it and how to distribute it. Having an economic system is very important. It helps to properly distribute the existing resources that a country has. Choosing the appropriate economic system is important, especially for developing countries. If the country chooses the right economic system it can use its resources efficiently and grow rapidly.

You saw in Grade 9 that the major types of economic systems are the command economic system, the market economic system and the mixed economic system. A command economic system is a system whereby economic decisions are made centrally by the government. A market economic system is a system where economic decisions are made by consumers and producers. A mixed economic system is a mixture of the two systems.

In choosing the appropriate economic system we have to take important points into consideration. First of all we have to see the economic potential of the country.

The economic potential of a country is the amount of resources it has and its ability to use those resources. Some countries have a lot of natural resources so it is important to choose an economic system that helps them use these resources in a better way.

Secondly, when choosing the economic system, it is important to consider how production is done and the things that affect production. This includes identifying the local manpower resources and other conditions, such as climate, which can affect production.

Thirdly, it is important to consider the global economic trends. This means we have to adjust our economic system to the system that other countries are using. This is because we have relations with them and are part of the larger global economy.

Taking into account the economic potential, production process and global economic trend try to choose the appropriate economic system for Ethiopia.

In order to do this form two groups.

- One group studies the command economic system and discusses whether it is appropriate for Ethiopia considering the country's economic potential, production process and global economic trend.
- The second group takes the free market economic system and discusses whether it is appropriate for Ethiopia, considering the same points.

Present your findings to the rest of the class.

Choice of Economic Systems

You may have heard people talking about globalization. Globalization is a situation whereby countries and people are influencing each other in different ways. One of the ways in which they are coming closer is culturally. Now-a-days people in one place have started sharing different cultural heritages with people from other places. They dress similarly; they listen to similar music and the like. Also they share ways of doing their jobs. People in one place have information about the work that people from other places do. This is globalization. Globalization is getting stronger day by day because information is quickly communicated around the world.

Globalization also influences the economy. This happens when countries share economic beliefs and ideas. In addition to this, economic globalization also involves sharing the different technologies among countries. This increases when there is more trade between countries.

CASE STUDY

African youngsters with European or American Clothes

The clothing style of the young people in Africa is changing. In the past most people wore their traditional clothes everyday. Then you could see the culture of the people by looking at the clothes they wore. However, these days many people in different parts of the world wear similar clothes. It is the fashions from North America and Europe that are dominating the clothing preferences of young people all over the world. This happened because of **globalization**. Since there is access to information now, and since people are closer, they share their cultures.

Debate

Form groups. Each group should take one of the following issues:

- The advantages of globalization, in terms of cultural exchange, outweigh the disadvantages
- The disadvantages of globalization, in terms of cultural exchange, outweigh the advantages

The teacher will supervise the debate and then the class will vote on which idea was the stronger.

REMEMBER

- Choosing an appropriate economic system is important.
- We have to consider the economic potential of our country to choose the appropriate economic system.
- We have to consider production methods and local conditions in order to choose the appropriate economic system.
- We have to consider the global economic trends in order to choose the appropriate economic system.

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LESSON 4

Improving your Work Skills

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

- describe the imperative of improving skills in order not to be left behind.

Do you think improving skills is important to keep pace with the demands of the market? Why?

You have seen in Grade 9 that work is important to produce something useful. If you produce something useful, others also benefit from what you produce and you will benefit from the sale of your product.

A few years back in Ethiopia, television, radio and typewriters were considered as modern commodities. However, these days we have mobile phones, computers and internet and these are widely used. It is important that you know how to operate these technologies if you are in this business. If you fail to learn, others will operate them and you may lose your job. Therefore, it is important to continually update your skills.

Improving skills is possible through training or participating in workshops or even going back to school to get the skill and knowledge required for a new work environment and marketing. Skills can also be learnt from work colleagues but this requires open-mindedness and a readiness to learn from others.

? Is age a factor to be considered when improving one's skills and knowledge. Discuss in groups.

CASE STUDY

Never too late to go back to school

Alfred Williams was 70 years old. He had always wanted to learn how to read. Since he worked in the fields when he was young he did not have time to go to school. But he promised his mother that he would one day learn how to read. Although he may be older than the children in his class, Alfred believes that it's never too late to improve your skills and knowledge.

Improving your Work Skills



Students teaching older adults literacy skills

REMEMBER

- Improving one's skills is important.
- Without improving your skills you will **not** be able to compete with others.

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UNIT SUMMARY

In this unit, you have discussed issues on industriousness. You have seen that the material well-being of an individual can be improved by being industrious. You have also learnt that all types of work, including physical labour, are important. In addition you have seen that it is important to consider women as a significant part of the productive force of our community. You have discussed how an appropriate economic system can be chosen, and learnt what globalization is. You have also seen the importance of improving one's own skills.

GLOSSARY

Economic potential:	The countries resources and the ability to use those resources.
Global economic trend:	The direction of economic systems across the world.
Globalization:	Countries and people influencing each other in different ways.
Material well-being:	When an individual has material things that he/she needs and wants.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Improving skills helps to:
   (*a*) produce useful services and materials
   (*b*) compete with others
   (*c*) produce better products
   (*d*) all of the above
2. Economic potential of a country is:
   (*a*) the amount of resources and the ability to use them
   (*b*) the economic system of other countries
   (*c*) none
3. Sharing cultural heritages with people from another place is part of:
   (*a*) improving one's skills
   (*b*) global economic trends
   (*c*) globalization

Part II – True or false

1. Work only helps the material well-being of an individual.
2. All types of works are important and should be respected.
3. Women should only work in the house.
4. Having more than one job means having a bad working habit.
5. An economic system is something by which we decide what to produce.
6. Choosing the appropriate economic system helps to use resources efficiently.

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Unit 8
Self-Reliance

Introduction

In Grade 9, you discovered what self-reliance, dependency and decision-making mean. You also discussed the importance of fighting against dependency and being a self-reliant citizen. You will now find out more about self-reliance, dependency and decision-making in this unit. This unit also introduces the importance of criticism, self-criticism, open-mindedness and civility.

Lessons

1. Examples of Self-reliance
2. Examples of Dependency
3. Self-reliance and Decision-making

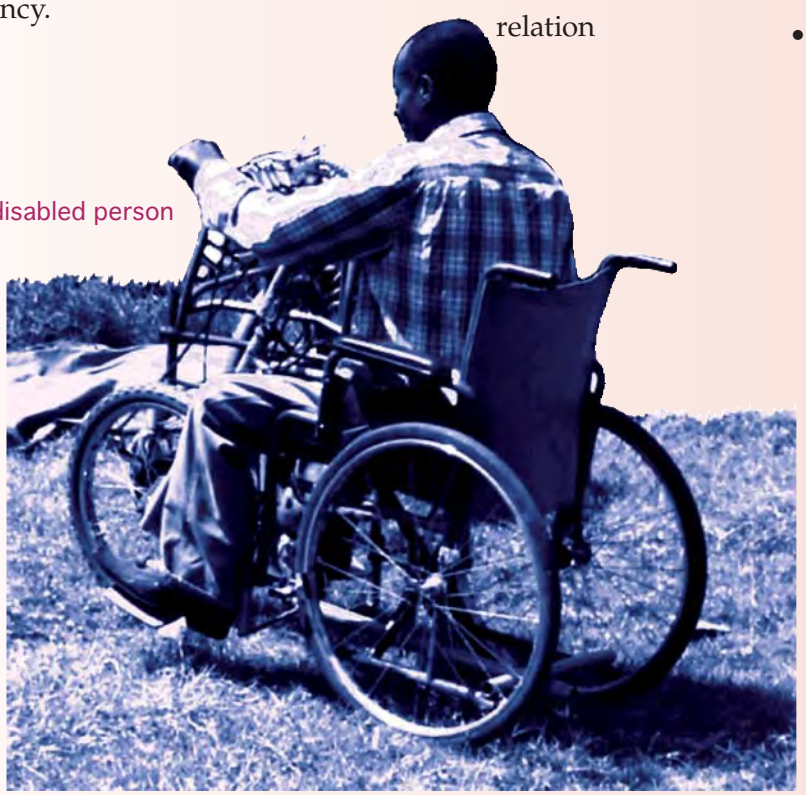
What you will learn

You will:

- understand what distinguishes self-reliance from dependency.
- appreciate the relationship between self-reliance and decision-making.

Key words and concepts

- Civility
- Criticism
- Debate
- Dependable
- Harmonious relation
- Motivation
- Objective
- Open-mindedness
- Rationality
- Self-criticism
- Subjective



A self-reliant disabled person

LESSON 1

Examples of Self-reliance

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

- explain factors that manifest self-reliance.
- be a self-reliant citizen.

What do you think are the main characteristics of a self-reliant person? Talk about some self-reliant people whom you have met.

You learnt the definition of self-reliance in Grade 9. Self-reliance is the ability to support and take care of yourself and to make decisions independently. It means to be free from the undesirable influence and control of others. Self-reliant people are dependable, have harmonious relationships with others, appreciate the good work of others, and are ready to learn from others.

Self-reliant people are dependable, which means being reliable. If someone is dependable, you trust him/her and have confidence in him/her. You rely on dependable people because they do not change their mind without sufficient reasons. Since self-reliant people have self-respect, they love and respect themselves and others. They also appreciate the good work of others. They do not think that they know everything. As they also know their weaknesses, they are ready to learn from others.

A self-reliant person has a good relationship with other people, be it in school, the workplace or in the community. They have good social relationships and social skills when living and working with others.

Self-reliant people do not feel inferior to others. They know that they have some good qualities. They also know that they are capable of contributing something to the welfare of others. These kinds of people manage to work well with others. This quality is very important because it helps meet the needs of the community and to promote the public interest.

If you have good social skills, you are able to get on very well with other people at home, school or anywhere else. Social skills are habits which help you to have good relationships with others. These include sharing materials and ideas, asking for help, helping others, active listening, using names, encouraging and admiring others.

You can develop good relationships with other people using these skills. Admire your friends when they score good results; encourage them when they try to do something. Share materials and ideas with other people. Lend your books and other materials to your friends; they can also lend you their books. Ask friends to help you when you face problems; they could give you good ideas. Support them when they are in need of help.

Use the names of the people when you talk to them. People feel good when you talk to them, calling them by their name. Listen carefully when other people talk to you. This shows that you are paying attention to them.

Examples of Self-reliance

Copy this table. On the copy, make a list of examples of good social skills. Examples are provided.

Good social skills	Poor social skills
1 Always look at people when talking to them.	1 Do not listen to others.
2 Ask other people how they are.	2
3	3
4	4

CASE STUDY

Polite shopkeeper and rude customer

Nesru is a shopkeeper in a small town. Debebe is his customer. There were other customers when Debebe reached at the shop. Nesru was moving between the shelf and his customers. As soon as he comes in Debebe shouts:

Debebe: Give me two-kilos of sugar, one-kilo of rice and soap.

Nesru: Hello Debebe, how are you? How is life?

Debebe: Do not worry about life! Give me what I want! Hurry up!

Nesru: OK! Just a minute! These people have come earlier; let me finish with them,

Debebe: Oh! I am in a hurry! You are very slow...!

Nesru: OK...Debebe! Here is the sugar... and kilo of rice...and soap. Let me calculate... thirty-six Birr!

Debebe: I will pay next week when I get my pay.

Nesru: Oh Debebe, I cannot do this. Please pay and take your items.

Debebe: Record the amount and I will pay. Do not be so greedy!

Nesru: You have not paid for what you have taken last time. Please there are other customers, let me deal with them.

Debebe: You are greedy! Here is the money, give me the goods!

Nesru: Thank you. Bye!

Discuss these questions as a class

- Who has good social skills? Nesru or Debebe?
- How do you see the communication skills of Debebe and those of Nesru?
- List the bad and polite words Debebe used in his conversation with Nesru. Is it good to use these kinds of words?
- How did Nesru manage to cool down Debebe's temper? Is Nesru a good shopkeeper? Why?

REMEMBER

- Self-reliance means to support and take care of yourself and to make decisions by yourself.
- Self-reliant people are dependable. They have good relationships with others, appreciate the good in other people and are ready to learn from them.
- If you are able to communicate well with others and have good social skills, you will feel more confident and it will be easier to talk to and work with other people.

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LESSON 2

Examples of Dependency

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

- list the characteristics of a dependent person.

- What are the main characteristics of a dependent person?
- What, in your opinion, are the negative impacts of dependency?

In Grade 9, you learnt about dependency. Dependency can weaken your ability to stand on your own. In this lesson you will learn more about the features of dependency, such as lack of moral responsibility, inability to be dependable, lack of courage to act, lack of motivation, lack of initiative for general welfare. People who are dependent cannot make decisions for themselves.

Dependability is one of the main features of self-reliance. Others rely on dependable people because they know that they always do what they say and they make wise decisions. If you are not reliable and dependable yourself, you are more likely rely on others.

Dependant people's behaviour is not predictable and they do not stick to their principles. They are inconsistent in their actions and decisions because they are always being influenced by others. They always do what they do to appease their friends or other people, even if they do not really agree with them. These people may shout when others shout, boycott simply because others do that, support a given party when their friends support it.

Lack of courage is another sign of dependency. Courage is the ability to control your fear in a difficult situation. Dependent people do not have the courage to take action and to make decisions at the right time. They are afraid to act or they make decisions influenced by others. Such people lack self-confidence and self-respect. They rarely make their own suggestions. If they found somebody doing something wrong, they would not have the courage to tell that person about his mistakes. If they see something put in the wrong place, they would just leave it there.

Another sign of dependency is a lack of motivation. Motivation is eagerness to do something. Dependent people are not self-motivated because they lack ambitions and goals. They do not have clear goals and they do not plan their activities. Often they have weak relationships with other people, so they have limited opportunities to join in different activities.

Dependent people do not take the initiative to take part in different activities which are helpful to others. They do not take the initiative because they do not have their own ambitions. Because they do not take the initiative, they contribute nothing to the community. They do not help their family, community or school and they may not act

Examples of Dependency

to promote their own interests either. For example, dependent students may not read their books or do their homework unless they are told to do so.

To avoid dependency you should have your own personal ambitions and goals. These motivate you to act to improve your personal life. As a patriotic citizen you should also have ambitions to help others and to take your own initiative to promote the welfare of our national community.

Form groups, discuss the following questions and let your group leader present the summary of the discussion.

- Dependent people are unreliable. How do you explain this statement?
- What do you think the negative impact of lack of courage, motivation and initiative taking could be?
- Do you take the initiative to do something for your family, school and community?



Independent people, regardless of their physical conditions, find ways to solve their problems and meet their needs

CASE STUDY

The Ups and Downs of School Life

Mola completed Grade 10 with poor results three years ago. Mola is the eldest child in his family. His parents were not educated. There were no well-educated people in his village either. Most of the people considered completing high school education as a great success.

Mola knew that there was an opportunity for college education but he did not consider himself capable of joining college. He considered himself inferior to other students. He did not have long-term goal to be a college student. Mola also did not have any ambition to score better results. What he wanted was to be promoted from one grade level to the next. Although he attended class regularly he did not study hard at home. He did his assignments but without much attention. Mola did not get the chance of college education because of his poor results.

Examples of Dependency

Discuss the following possible causes for Mola's failure:

- Lack of self-confidence
- Lack of ambition and long-term goals
- Lack of motivation
- Lack of initiative

Could you add any more?

REMEMBER

- Dependency is a belief that people or groups cannot solve their own problems without outside help.
- Signs of dependency include lack of dependability, lack of courage and motivation to take action.
- Lack of initiative to do something important is also the sign of dependency.

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LESSON 3

Self-reliance and Decision-making

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

- explain how a self-reliant person makes decisions.

What is the relationship between self-reliance and decision-making?

Self-reliance and decision-making are closely linked. Self-reliant people make good decisions because they make decisions based on facts and experience. They exercise constructive **criticism** and **self-criticism** and they are **open-minded.**

Self-reliant people engage in constructive criticism and self-criticism. Criticism means disapproval of faults. A self-reliant person has the courage to criticize others when he/she observes that their actions or ideas are wrong. But when you criticize others, you should try to be very **tactful**. You have to encourage others to do the right thing instead of blaming them for their faults.



Teamwork — a sign of self-reliance

It is not enough just to criticize others. It is also important to accept criticism by your friends, parents or teachers.

This does not mean that you accept all criticism. You have to think about what others have said and decide if the criticism is valid or not. If it is constructive you should accept it because it can help you to improve what you do. It is also important to accept and learn from your mistakes and apologize for your wrong-doings.

You have to exercise self-criticism. Self-criticism means evaluating your own actions and behaviour. It means thinking about your achievements and weaknesses in a fair way. We all need to do this sometimes. You have to assess yourself when you think that you have done something wrong or if you have certain weaknesses.

Self-criticism is one of the qualities of a self-reliant person. But do not over-criticize yourself. Do not blame yourself when you make mistakes because everybody makes mistakes. Being self-critical is only useful when you learn from your mistakes.

Open-mindedness is another good quality. It means to be receptive to different ideas and arguments. It includes **openness** and **civility**.

Self-reliance and Decision-making

Open-mindedness is being prepared to consider ideas different from your own. It means changing or modifying your own position when you find the other person's idea better and more convincing.

Open-mindedness does not mean that you need to accept all views of other people, because not all ideas are good. As an independent person you have to think about what other people say critically and carefully. You have to be open-minded to appreciate different ideas and arguments.

CASE STUDY

Discouraging or encouraging others

Hirut is a young writer while Takele is an experienced one. Hirut gave the draft of her book to Takele to get comments. The following is their conversation:

Hirut: Good morning Ato Takele, I have come to your office to get comments about my book.

Takele: Oh! Good!

Hirut: How do you like the book? What are its strong and weak points?

Takele: I have found your book to be very weak! It has no strong points at all.

Hirut: What do you mean?

Takele: I am telling you that this is not a well written book.

Hirut: If you say that the book has many weaknesses, why do you not tell me some of its problems?

Takele: I cannot count and list the weaknesses of your book because it is full of them.

Hirut: If you want to criticize my book, you have to tell me at least some of its weaknesses and strengths.

Takele: I do not want to waste my time. I advise you to throw it away and start writing a new one because the book is below the acceptable standard.

Hirut: Your comments are unfair and hurtful! I believe that any work could have some strong points and weaknesses. You fail to tell me this because you have not read it properly. Give me my book and let me go!

Read the following questions and discuss the points in groups.

- What is the problem with Takele's criticism regarding Hirut's book?
- How should Takele have given criticism on Hirut's book?
- How will this type of criticism affect the relationship between Hirut and Takele?

Civility means politeness or a polite way of treating others. But it is more than politeness. Civility means treating others with respect, even when you do not agree with them. You have to be civil or polite when you take part in a public debate. Citizens stick to the common rules or standards of civility when they participate in debates. Here are some of the rules of public debate:

- Recognize that other people, including your friends, may have different points of view.
- Be ready to listen to the views of others and be willing to take part in a constructive debate.

Self-reliance and Decision-making

- Focus on solutions when you discuss problems.
- Deal with competing ideas based on their merits.
- Be objective. Do not make it personal and do not go in for personal attack. A famous writer said, "Separate the people from the problem."
- Your argument should be based on facts and accurate information. This will help you to convince others.
- Civility requires that different people make an honest effort to understand the views and reasons of others.
- Respect the rights of others to be heard. Everybody at a public meeting has the right to be heard. You have to respect this. Do not interrupt when others are talking.

You have to try to persuade others but you also have to be ready to be persuaded. You may have a discussion with your classmates about a particular issue. You and your friends may disagree because you have different views about that issue.

You have to know that you may be wrong while your friend's ideas may be better. Each of you should consider the points if they are persuasive. Accept other ideas if they are convincing. Defend your own point of view if the views of others are not convincing. Then, having made your decision, accept the consequences that follow.

In pairs discuss the following questions.

- Why is important to be open-minded and civil in public debates and in everyday life?
- How can you persuade other people to agree with your point of view when you take part in a discussion? Do you use statements like these: I am right! You are completely wrong! Why do you not accept my ideas?

Persuade your partner to give you something of theirs. Think about that language that you use and listen to their side.

CASE STUDY

Tadesse, Desta, Emebet and Taye work together on a committee. They have weekly meetings. Their meetings are too long and full of disagreements. Emebet does not talk much; her comments are short and clear. Desta talks too much and repeats the same thing instead of raising new ideas. Tadesse talks even more and does not stop until interrupted by others. He discusses points which are not related to the agenda. In most cases Desta and Tadesse attack one another instead of talking politely. Taye is moderate; he listens carefully while others talk. The last meeting of the committee was interrupted because of a disagreement between Tadesse and Desta. Tadesse was talking when Desta interrupted:

Desta: Tadesse, I have a comment.

Tadesse: Do not interrupt! Let me finish my idea!

Desta: I am not interrupting. The points that you raise are not related to the agenda. You like talking too much! This is a bad habit. You have to focus on the agenda.

Tadesse: You interrupt while I am talking because you do not want to listen to my points! You do not want to listen; what you like is

Self-reliance and Decision-making

talking, talking and talking! That is all.

Desta: I do not want to listen because the points that you raise are not related to the agenda. This wastes our time!

Tadesse: I am not wasting time! I am contributing ideas!

Desta: If we raise unrelated points we waste our time. My point is clear: let us stick to our agenda and discuss relevant points!

Discuss the following questions as a class

'Do not focus on people; do not criticize people but their ideas; be ready to listen.' These are among the rules of public debate.

- What kind of problems do you observe in this discussion?
- Who spoke politely? How?
- How can they resolve their differences for the future?

REMEMBER

- Self-reliance and decision-making are related.
- Self-reliant people are critical and self-critical.
- Open-mindedness is a good quality.
- Open-mindedness is the readiness to consider the ideas of others.
- Civility is being polite in the way you treat others.

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UNIT SUMMARY

Self-reliance means to support and take care of yourself and to make decisions by yourself. Self-reliant people are dependable. They have good relationships with others because they appreciate other people in their work and are ready to learn from them. If you are able to communicate well with others and have good social skills, you will feel more confident and it will be easier to talk to and work with other people.

Dependency is a belief that people cannot solve their own problems without outside help. The signs of dependency include lack of dependability, lack of courage, lack of motivation to take action and lack of initiative to do something important.

Self-reliance and decision-making are related. Self-reliant people are critical and self-critical. Self-reliant people are also open-minded. Open-mindedness is the readiness to consider the ideas of others. Civility is being polite in the way you treat others.

GLOSSARY

Criticism:	The act of showing disapproval of opinions, faults and bad qualities in others.
Debate:	A formal discussion expressing different opinions.
Dependable:	A person or thing that can be relied on to do what you want.
Harmonious relation:	A good relationship with others.
Initiative:	The ability to decide or act on your own without waiting for somebody to tell you what to do.
Motivation:	Eagerness or interest in doing something.
Objective:	Not influenced by personal opinions or feelings, considering only facts.
Open-mindedness:	To be ready to listen and consider different ideas and arguments from your own.
Rationality:	To try to find reasons to explain your behaviour, decisions, etc.
Self-criticism:	Criticizing one's own actions and behaviour — to think fairly about one's achievements and weaknesses.
Subjective:	A point of view which is based on one's opinions rather than facts.
Tactful:	Being careful not to say or do anything that will annoy other people.
Welfare:	The general health, happiness and safety of a community.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which of the following is true about self-reliant people?
   (*a*) they force others to accept their opinion
   (*b*) they do not ask for apology when they do something wrong
   (*c*) they accept the consequences of their decision
   (*d*) they do not criticize other people
   (*e*) none of the above
2. Which of the following refers to readiness to consider or accept the ideas of others?
   (*a*) open-mindedness
   (*b*) self-reliance
   (*c*) being rigid
   (*d*) civic commitment
   (*e*) none of the above
3. Which of the following is an example of dependency?
   (*a*) self-motivation
   (*b*) having a harmonious relation with others
   (*c*) changing decisions when others change theirs
   (*d*) being inconsistent
   (*e*) (*c*) and (*d*)
4. Which of the following goes with civility?
   (*a*) listening to the views of others
   (*b*) lacking long-term goals
   (*c*) persuading people instead of forcing them
   (*d*) giving priority to the common good
   (*e*) (*a*) and (*c*)

Part II – Short answers

1. List three examples of good social skills.
2. Write three examples of the characteristics of a self-reliant person.

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Unit 9
Saving

Introduction

In Unit 8, you discussed self reliance. It is also important to understand the concept of saving. This unit deals with traditional practices that affect saving, planning and a choice of career. This can help you to become self-reliant.

Lessons

1. Traditional Practices which Affect our Saving Habits
2. Managing the Family Budget
3. The Need to Set your Goals and Plan your Saving
4. Choosing a Career

What you will learn

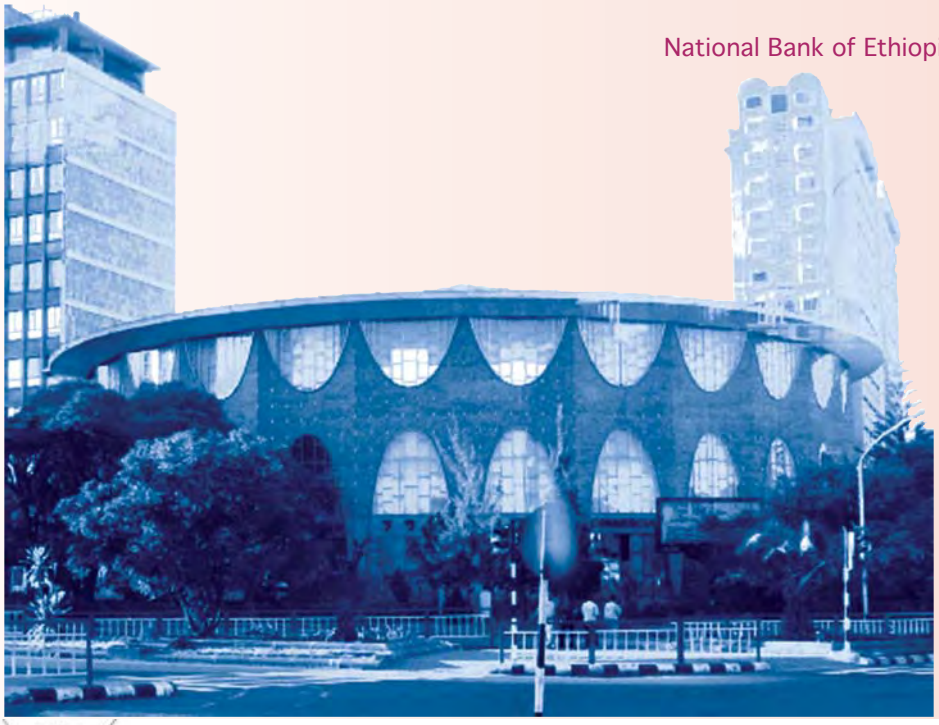
You will:

- understand how traditional practices affect our saving.
- appreciate our saving habits in Ethiopia.
- recognize the necessity of leading a planned life.

Key words and concepts

- Career
- Extravagant practices
- Family Budget
- Planning
- Saving
- Setting Goals
- Unnecessary expenditures
- Vocation

National Bank of Ethiopia



LESSON 1

Traditional Practices which Affect our Saving Habits

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

- explain how traditional practices can have a negative effect on saving in Ethiopia.

Which traditional practices do you think have a bad effect on our saving habits?

Discuss this issue in the class.

Saving is important so that you can pay for future plans and emergencies. **Thinking about the future** is very important. Some people say that they do not need to think about the future as **God will take care of the future.** In Ethiopia, there are people who think like that. But this is not right. You have to do your best to get what you want before saying that God will take care of it.

People who believe God will take care of the future also believe that they should not limit the number of children they have. They say that God will take care of their children. Because of this they have lots of children and it becomes difficult for them to look after them. There are many people in Ethiopia who have lots of children. They are not able to feed their children properly, or clothe them well and they are not able to send them to school.

CASE STUDY

Ato Damte, who is a farmer, and his wife W/ro Woinshet have nine children. Only three of the nine children go to school. The other six stay at home to help W/ro Woinshet around the house. They cannot go to school because W/ro Woinshet and Ato Damte do not make enough money to buy the materials they need for school.

W/ro Woinshet is getting tired because she is pregnant with a tenth child. She is worried that there might not be enough money to feed all the children as well as the new baby. She talked to Ato Damte about limiting the children they should have but he said that it is not up to them. He said that, once they are born, God will take care of them.

? What problems do you think the family face because of the number of children? How would you like to plan your family for the future?

? Try to list the different traditional practices that affect saving in your surrounding. Think of some solutions to avoid these extravagant activities.

Traditional Practices which Affect our Saving Habits

REMEMBER

- Saving is important so that you can have security and satisfy your needs in the future, and also for emergencies.
- Some religious view could harm the habit of saving.
- It is important to limit the number of children you have.

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LESSON 2

Managing the Family Budget

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

- explain why it is important not to be extravagant.
- plan a budget and be economical.

Why do you think it is important to be economical?

In Grade 9, you discovered how people can be extravagant. You saw that people borrow money to pay for goods and services they do not need and how, in addition, people spend their savings on events such as a big wedding and a big funeral. But this may not always be right. People should plan to live their lives within their income.

To live within your income you should avoid **unnecessary expenditure —** spending money on things which you do not need. Sometimes people pay lots of money just to impress other people. This is not a good reason for buying items. You should only buy what you need and, if you can find the same quality cheaper, then that will be a better purchase. Use your resources economically and avoid extravagant purchases where possible.

You can also save money by looking after your property carefully. For example, we should take care when using the utilities in the house such as water, electricity and the telephone. You should not waste them. Only use them when it is necessary. Do not leave the lights on when you are not in the room or leave the water tap running when you are not using it. It is also important to look after household items so that they last a long time. In general, try to avoid wastage at home. This will save your money and will enable you to live within the family budget.

CASE STUDY

Abdul and Sofia are twins. They both enjoy helping their parents around the house after school. Abdul helps his mother with the washing by filling the bucket with water. He leaves the tap running. Sofia cleans inside the house. She puts on all the lights and the radio and nothing is switched off when the job is completed. As a reward for helping, they are both allowed to make a telephone call. They both phone their friends who live nearby. Abdul and Sofia's parents struggle to pay the bills each month.

? What advice would you give Abdul and Sofia if they really want to help their parents?

Work in groups of three to complete your answer, then join with another group to compare your work.

Managing the Family Budget

List unnecessary expenses

Today, when you go home, try to make a list of the items that have been bought by your family but which nobody uses. Also, think of a time when people you know spent a lot of money without a good reason. Make a list and exchange it with your classmates in the next lesson. Compare the many ways you can help to reduce household spending.

REMEMBER

- It is important to avoid extravagant practices.
- It is important to properly use items and utilities at home.

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LESSON 3

The Need to Set your Goals and Plan your Saving

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

- describe the importance of planning your saving so that you can lead a successful life.
- plan your life.

Why do you think it is important to plan your saving?

Discuss this issue in the class.

Planning for the Future

In the last lesson, you discussed the importance of saving and the need to think about the future. Knowing what you want in the future and setting out actions to achieve it is **planning** or **setting goals**. This helps saving in two ways.

First of all, when you plan for what you know you want in the future, you will be motivated to save.

Secondly, planning also helps you to focus. When you are focused you will be sensible and will not spend money foolishly.

You will need to think about what you want for you and your family. For example, a father should think about what he wants to give to his children in the future. He may want to save money in order to send his children to university.

If there are too many children in the family it will be difficult for him to give all of them what they need. So planning includes **family planning**.

When you limit the number of children you have, it becomes easier for you to provide the necessities in life for them. So one way to have a comfortable life is to limit the size of your family.

Family Budget

Everybody needs to plan a family budget. You should list all the monthly payments you make and all the income you have and set aside a little money for saving. It is important to decide which of the expenses are very important and which are unnecessary so you can plan your saving. If you do not plan, you may spend everything without realizing it and you will have nothing left.



A large family may limit saving capacity

The Need to Set your Goals and Plan your Saving

CASE STUDY

Semira's Budget

Semira is a student at Addis Ababa University. Her family lives in one of the regional states. Her father is a successful businessman. When Semira was growing up her father taught her that saving and preparing a budget was important to be successful. Now she is in the university and every month her father sends 100 birr for her as an allowance. Every month Semira lists all the things she needs for the month, identifying the money needed for each item (see table below).

By the end of the first year, Semira had saved 240 Birr so she could afford to buy the beautiful shoes she wanted.

Do you think planning has helped Semira to save? How?

Try to prepare your own budget. Could you save any money?

	Items Semira needs	Number of items	Cost of one item	Total money needed
		A	B	A x B
1	Soap to wash clothes	4	5 Birr	20 Birr
2	Soap for face	1	8 Birr	8 Birr
3	Toothpaste	1	10 Birr	10 Birr
4	Tea	30	1 Birr	30 Birr
5	Other Items	–	–	12 Birr
6	Saving			20 Birr
	Total			100 Birr

Setting Goals

Setting goals means having a plan for the future. You can make short term goals (for one year), a medium term goal (for three years) and a long term goal (five years or more).

Short-term goal (one year)
To pass my Grade 10 exams and get into the football team.
Medium-term goal (three years)
To pass Grade 12 exams, to enter to a university to study chemistry
Long-term goal (five or more years)
To graduate and find a good job To get married To buy a house

The Need to Set your Goals and Plan your Saving

Now write your own short, medium and long term goals. They do not need to be all about work. They can be personal goals as well. You can see that you will need to save money to achieve your goals.

REMEMBER

- It is very important to set a goal and plan your saving.
- It is very important to use money wisely.
- You need to set a budget to manage your money.

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LESSON 4

Choosing a Career

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

- describe the difference between 'job' and 'career'.

What do you think a career is?
Discuss this issue with the class.

A **job** is some form of work which we do in order to gain reward (money, satisfaction, to please others). If you choose a job, train for it and gain better skills, then this may become your career. If you like your job you will work hard and you will become good at it. An experienced furniture maker will see his/her job as a career and continue to develop his skills. A nurse will see his/her job as a career to help sick people. Whatever you decide to do, you should do it as well as you can and become proficient at it.

What do you want to become?

Write down what career you want when you finish school. List the reasons why you have chosen that career and what skills you will need in order to do that profession well. Exchange your plans with your neighbours.

When you choose a profession you will take into consideration the salary because you need money to survive. However, some people only think about money and they do not care how well they do the work. They get no satisfaction from doing it. If you do your job well, you will be happy at work and you may be able to get an even better job. Your achievements will grow with your career. As you grow and as you know more and more about your job, you will be able to pass your skills and knowledge on to others.

Without neglecting the financial reward, it is better to engage in a career that you will be happy in. The more you like your job and become skilled, the better your contribution will be to your work place and your country.

Improving my skills

List your strengths and weaknesses. Identify the strengths you have that will fit in with your chosen career. How can you improve your weaknesses and develop the necessary skills that you may need for the future?

REMEMBER

- A job is some form of work which we do in order to gain reward.
- If, on the basis of your choice, you are trained and become skilled then it may develop into your career.
- You need to work hard to make money but you should try to engage in a career you will be happy in.

UNIT SUMMARY

In this unit, you have seen traditional practices that affect saving; you also realized the importance of saving. Moreover, you have discussed the importance of planning both in terms of a family and your life. You learnt that it requires planning and preparing a budget to save. You also saw the aspects involved in developing a career.

GLOSSARY

Extravagant Practices:	Unnecessary practices that waste resources.
Family Budget:	A table of the expenditure and income for a family.
Goal:	A plan for the future.
Planning:	Identifying what you need to do in order to achieve your goals.
Saving:	Keeping money for the future.
Career:	A skilled job that a person develops over a long period of time.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. A goal is:
   (*a*) saying God will take care of the future
   (*b*) something you want to achieve in the future
   (*c*) to keep money for use in the future
   (*d*) (*a*) and (*c*)
2. Planning helps to:
   (*a*) achieve our goal
   (*b*) properly use our resources
   (*c*) be extravagant
   (*d*) (*a*) and (*b*)
3. Family budget:
   (*a*) helps to save
   (*b*) is a list of expenditure and income for a family
   (*c*) is part of planning
   (*d*) all of the above

Part II – True or false

1. Looking after your property helps to avoid unnecessary expenditure.
2. A career is something that develops over time.
3. Family planning means to limit the amount of family expenditure.

Part III – Short answers

1. What should be your role in family saving?
2. What extravagant practices in school do you think could be avoided?

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Unit 10

Active Community Participation

Introduction

In Grade 9 lessons, you studied and discussed active community participation. You also learnt that participating in community organizations is one of your rights and responsibilities. Now you will learn about the different levels, types and roles of voluntary organizations.

Lessons

1. Levels of Community Participation
2. Types and Roles of Civic Societies

What you will learn

You will:

- understand the essence of the various levels of participation.
- recognize the role of civic societies.

Key words and concepts

- Community organizations
- Discrimination
- Empower
- Legislation
- Lobby
- Policy
- Political campaign
- Political party
- Political party membership
- Political party program

Citizens involved in community activities



LESSON 1

Levels of Community Participation

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

- describe the importance of making a contribution to the political life of your community/country.
- contribute to community life.

- What do you think is the difference between political and social participation? Discuss this in class.
- Have you ever contributed to your community? Explain what you did.

In Grade 9, you discussed community participation. There are different levels of community participation.

One level of participation is political participation. This includes being a member of a political party, commenting on its program and contacting public officials. A political party is an organization which **campaigns** to get into government. As you saw in Unit 1, in a democratic country different political parties compete to gain political power through free, fair, and regular elections. When you become a member of a political party you can be elected as a representative. You also have the right to elect party leaders.

Every political party has a **policy** which states what the party will do if they are elected. During elections, all political parties present their party policy to the public. You can also take part by commenting on the different party policies. You can support or criticize their aims. You can also consider the positive aspects of the different party policies. Parties campaign to get support from the people. People usually become involved when they are very interested in policies of the parties.

If you are a representative of your community, you can contact government officials and talk about your community problems. You can also influence government officials and **lobby** them to solve the problems in your community.

- Discuss other ways in which you can take part in the politics of your country.
- Try to identify and critically evaluate the different policies of the parties in your area. Discuss this as a class.

Levels of Community Participation

CASE STUDY

The Girls Empowerment and Management Project

The Girls' Empowerment and Management (GEM) project seeks to empower girls who are committed to their education, but whose family circumstances mean that they may not be able to complete secondary school. The project gives money, academic support and life skills training to over five hundred girls in Amhara, Gambella, and SNNPR pastoral areas. In July 2007, thirty girl beneficiaries and four female empowerment workers visited Addis Ababa to meet with members of the House of Peoples' Representatives.



The GEM girls opened the visit by reading a letter they had written to parliament declaring that, although many laws regarding women's rights are on the books, these laws are not being fully implemented. A representative of the parliament's Legal Affairs Standing Committee gave a briefing on the committee's women's rights' activities, as well as the civil and criminal codes regarding women/girls' rights, with particular regard to gender violence and harmful traditional practices. In their discussion with the parliamentarian, the students emphasized the need for laws on sexual harassment as well as the inclusion of gender education in the school curriculum, in order to bring about a fundamental change, beginning at primary level.

The students also raised questions such as, "What kind of supervision is underway to implement the laws that have been issued by government organizations and justice bodies to protect women's rights?"

The girls, who showed that they were bright young female leaders of today, returned home with renewed hope, knowledge and confidence about their ability to have an impact on the status of women in Ethiopia

- List some articles from FDRE Constitution which promote women's participation in the politics of their country.
- Why do we need groups like the Girls' Empowerment and Management (GEM) project when we have these articles in the Constitution?

Discuss in pairs.

There are different types of social participation in your community. People participate in ***Iddir, ikubs, mahiber*** and other self-help organizations. You may have participated in the kebele youth association. Other family members and your neighbours may participate in women's associations, professional associations and consumers' associations.

So you can see different types of social participation in your community. Some organizations are working in your kebele and even in your school. They are working against discrimination or stigma against HIV/AIDS patients. Some organizations are also working to correct past discrimination based on culture, disability or gender. You can get involved in such voluntary organizations.

There are also voluntary organizations which

Levels of Community Participation

work against crime, drug abuse and bad behaviour. In some communities there are voluntary association projects that improve literacy skills. In your spare time it is a good idea to participate in these clubs. You can also be a member of a public library, which is established by voluntary associations, and help in sharing knowledge.

- Form groups and discuss the different purposes of social participation, then present your ideas to the class.
- List some of the social problems in your community. Try to propose ways of solving these problems.

CASE STUDY

Taitu's New-Found Literacy Skills

WORTH is a women's empowerment project that teaches literacy, helps women to save, builds women's micro-enterprise skills and their capacity. Taitu Bekele participates in one of the programs of WORTH operated by the Adult and Nonformal Education Association. Her WORTH group began in September and has saved 486 birr to date. Taitu has found that, with literacy skills, she developed her knowledge and the quality of her life improved.

Taitu says "After WORTH, I am now able to write my name in the Afaan Oromo language and my children are able to read Afaan Oromo script."

"After being organized into WORTH groups, we learned about our rights and obligations. If we faced a problem, we asked each other for help. Then the class discussion clarified the issue. After learning to read I have come to know my rights and obligations."

"Before WORTH, I sent five children to school. Now I am sending an additional one... All of my children go to school now. I may be old, but I can understand the importance of education."



Taitu

- Have you ever taken part in literacy activities in your community?
- Discuss the possibilities of engaging in literacy activities during your school holidays.

REMEMBER

- A political party means an organization which tries to be elected to have state power.
- Political participation includes being a member of a political party, commenting on its program and contacting public officials.
- Social participation aims to improve the quality of life in the community.

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LESSON 2

Types and Roles of Civic Societies

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

- state the different types of civic societies.
- describe the role of civic societies in democratic and undemocratic countries.

- Have you ever participated in any civic societies? Tell others about your experience of participation in any club in your school.
- Do you think that there would be civic societies in undemocratic countries? If there are, what could be their role?

You learnt about civic societies in your previous lesson. Civic societies are voluntary organizations and institutions that are run by the community, no matter what the political system is.

Civic societies include organizations such as registered charities, environment protection associations, women's organizations, youth organizations, professional associations and the like.

Different types of community organizations are established for different purposes. For example, there are youth associations which are working on issues such as HIV/AIDS awareness, environmental protection and employment problems. They are also involved in peace building efforts, literacy and cultural exchanges, as well as sporting activities and fighting other social problems.

Women's associations are involved in empowering women. This includes fighting against the abuse of women's rights and improving access to equal opportunities. Professional associations, on the other hand, work on the development of their professions and safeguard the interests of their members. They also lobby the government on issues concerning their professions. Charity organizations are involved in helping people to enhance their living and working conditions. Finally, environmental protection associations help to preserve natural resources and the environment.

? Are there any civic societies in your community? What are their programs? How could you become involved?

The roles of civic societies depend on their needs and aims. Here are some of the common activities:

- Coordinating and employing the concerted effort of the people to create a peaceful and pleasant living environment in the community;
- Educating the community and creating access to information;
- Lobbying to influence legislation;
- Conducting research and creating the opportunity for public discussion to

Types and Roles of Civic Societies

develop policies and programs;

- Raising funds to implement activities and/or development projects;
- Peace building, democracy and good governance.

Some associations involve the public by organizing workshops, seminars and other events that will make people more aware of the issues in their community. Other civic societies lobby the government and attempt to influence legislation. Sometimes they use the media to let the public know what they are doing.

Civic societies in undemocratic countries are different. They serve the government, not the people. Most of the civic societies are established by the government. For example, during the time of the Derg the Ethiopian Revolutionary Youth Association, the Ethiopian Revolutionary Women's Association and many other community organizations were established and controlled by the government. These organizations did not serve their members' interests. They were not to lobby the government and keep it accountable. Rather they served the purpose of the government by controlling antigovernment resistance.

Civic societies in a democratic state are vital to the political independence of society. Citizens make better voting choices, participate in politics and hold the government more accountable as a result.

The role of civic societies is very important for democracy, because they build trust and shared values. These help to hold society together.

? Evaluate the different nature and purposes of civic societies under democratic and undemocratic governments.

CASE STUDY

The role of NGOs in creating the Farmers of the Future

Teach is an NGO working to promote education. The TEACH alternative basic education methodology focuses on making learning relevant to the needs of students and to local conditions. Because 85% of Ethiopia's population is rural, the alternative basic education centres are located in the most remote rural areas. Therefore, integrating environmental education into TEACH is highly relevant to the daily lives of learners and the livelihood of their parents.

The TEACH project is now piloting the Farmers of the Future in an agro-forestry approach in five alternative basic education centers. The Farmers of the Future approach looks at the shortfalls of traditional agricultural education and introduces a new approach integrating agriculture, natural resource management, forestry and environmental awareness. This knowledge is woven into the lives of young learners in ways that are linked to the real life of the youth, their parents and communities. The integration of forestry and agriculture helps the environment, and also provides food for the community and fodder for livestock.

TEACH provides basic equipment, like watering cans and hand tools, and covers the cost of buying seedlings. Agricultural development agents, based in each kebele, help the centres select special species of ecologically-appropriate trees: fodder trees, fruit-bearing trees and garden vegetables for the demonstration sites. The community then joins in to help the alternative basic education centres prepare

Types and Roles of Civic Societies

a nursery site. Adults do the heavier labour, digging holes, preparing compost and mulching. Children then plant the seedlings and maintain and water them.

After learning these new agro-forestry skills, children take their knowledge home to their families, explaining what they learned during the day. Since most parents are engaged in farming, the agro-forestry techniques are directly relevant to their livelihoods. Parents witness the differences between their own agricultural practices and the agro-forestry being practiced by their children. Community members also visit the demonstration sites and see the new skills and technologies in action. Through these model alternative basic education centres, the local community is learning about new technologies and techniques and integrating them into their own agricultural activities.



- How do programs like the Future Farmers Program promote the interests of farmers? Discuss this with your group and the class.
- Do you think that educating children can also be a benefit to the community at large? Explain your answer.

REMEMBER

- Different types of civic societies are established in different communities for different purposes.
- Civic societies in undemocratic countries have different purposes. They serve the government.
- Civic societies in democratic countries play a role in promoting their members interests and holding a government accountable to the public.

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UNIT SUMMARY

In this unit, you learnt the different levels of community participation such as political and social participation.

The objective of active community participation is to work for the welfare of the community. For example, you can freely take part in elections and vote for parties you support. This is political participation. Outside politics you have seen that you can have social participation to control crime, corruption, drug abuse and the spread of HIV/AIDS. You can also participate in community meetings. During meetings you have a chance to raise issues affecting the community.

You have examined the role civic societies play in improving community life. These societies are formed by the free will of their members to solve their common problems. Their purpose, as you have seen, is to mobilize members to take part in works which are for the common good.

GLOSSARY

Empowerment:	The process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes.
Discriminations:	The deliberate imposition of differences on grounds such as race, religion, language, merit etc. Discrimination on grounds such as race or religion is illegal in democracies, while discriminating between people on the grounds of merit is usually lawful.
Lobby:	To influence policies and opinions on a particular issue like protection of the environment, wildlife etc.
Policy:	A program of actions adopted by a person, group, or government, or the set of principles on which they are based.
Political campaign:	Rallies and speeches that are intended to persuade people to support a cause.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Short answers

1. What is a political party?
2. State some of the levels of political participation.
3. Describe some of the roles of civic societies.
4. On what grounds might you support a political party?
5. What are the two main features of community participation that help to solve societal problems?

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Unit 11
The Pursuit of Wisdom

Introduction

In Grade 9, you learnt about the basic concepts of wisdom. In this unit, you will learn about the relationship between knowledge and wisdom and the three fundamental forms of knowledge. You will grasp the importance of cultivating the habit of reading for personal development.

Lessons

1. The Relationship between Knowledge and Wisdom
2. The Three Fundamental Forms of Knowledge
3. Use of Information
4. Knowledge and the Habit of Reading
5. Truthfulness

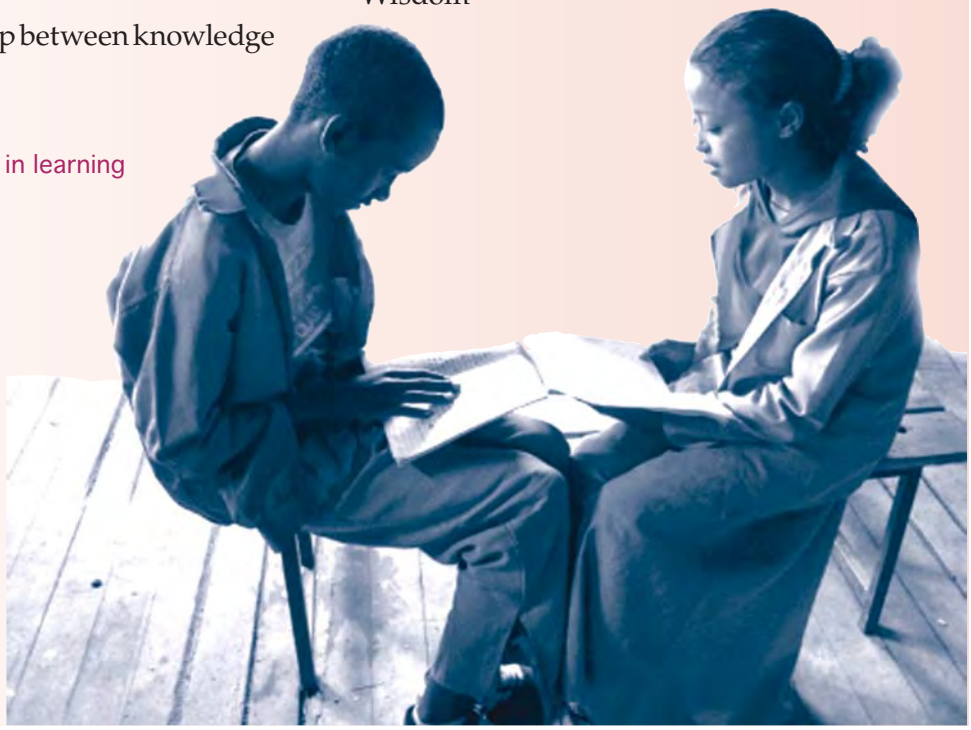
What you will learn

You will:

- appreciate the relationship between knowledge and wisdom.
- realize the purpose of information.
- appreciate the importance of developing good reading habits.

Key words and concepts

- Concepts
- Data
- Facts
- Generalization
- Knowledge
- Wisdom



Young students involved in learning

LESSON 1

The Relationship between Knowledge and Wisdom

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

- explain the relationship between knowledge and wisdom.

What do you think is the relationship between knowledge and wisdom?

In Grade 9, you learnt about the basis of knowledge and wisdom and ways of acquiring them. In this lesson, you will learn more about them.

Learning means acquiring knowledge about the world around us and humans are the only animals that do this. Knowledge can be defined as the information, understanding or skills that you gain through education or experience. It also means learning about particular facts, ideas or situations. Knowledge forms the basis for our feelings, attitudes and values. Knowledge helps to determine the course of action to choose when doing something. Knowledge is like a torchlight in dark that clearly shows the way forward. Knowledge goes together with wisdom.

Wisdom refers to the good use of knowledge. It is to be able to have a mature understanding of things, to make sensible decisions. As you acquire more knowledge, you will have more power to guide you through life. Knowledge offers alternative ways of doing things, but wisdom helps you to choose the best option, to be more effective.

Not all types of knowledge are applicable for a given situation. The type of knowledge you need for a certain circumstance might be specific. To choose and apply the knowledge required for a given situation involves wisdom. Wisdom is the skill of making use of knowledge for an intended purpose.

Knowledge and wisdom can be accumulated. Societies with more knowledge and wisdom are better off than societies which have less. You build on your knowledge starting from birth throughout your life. After school you still have a long way to go before qualifying as an engineer, doctor, accountant, manager, economist, historian or writer, but in the process of learning you are gradually accumulating knowledge.

The more you learn, the more able you are to manage your life and adapt to the environment. You must learn more in order to use knowledge in a proper way. The knowledge you acquire and the wisdom you demonstrate will help you and the country to develop.

? Give two examples of how you have used your knowledge and wisdom in daily life.

The Relationship between Knowledge and Wisdom

CASE STUDY

Rabindranath Tagore (1861 – 1941)

India's best-known poet believed in education as a great hope for the betterment of the human condition. Born to an upper-class family in Calcutta, Tagore's opportunities were broad, including a brief period of study in England.

In later life, as he established a worldwide reputation, he travelled to Europe, the United States and Japan.

He began writing for periodicals while still very young and acquired a lifelong interest in education as a great hope for the betterment of the human condition. In 1901 he established a school in his native Bengal to put his ideas into practice.

He continued to write and, in 1913, was awarded the Nobel Prize for literature. He promptly devoted the proceeds to his school. Knighted in 1915, Tagore resigned the title in 1919 in protest against the harsh, repressive tactics employed by the British in maintaining their empire in India. Among his many works are One Hundred Poems of Kabir (1915), Nationalism (1917), The Home and the World (1919), Broken Ties (1925), and The Religion of Man (1931).



Ethiopian artist at work
exploring his perception of the world

REMEMBER

- Learning means acquiring knowledge about the world around us.
- Wisdom refers to the good use of knowledge.
- Knowledge forms the basis for our feelings, thoughts and values.
- When you are able to combine knowledge with wisdom you will be able to help yourself and contribute to the development of Ethiopia.

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LESSON 2

The Three Fundamental Forms of Knowledge

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

- describe the three forms of knowledge.

Tell your neighbour three facts about yourself.

In Grade 9, you gained a general understanding of knowledge. In this lesson, you will learn how to use facts, concepts and generalizations to form knowledge.

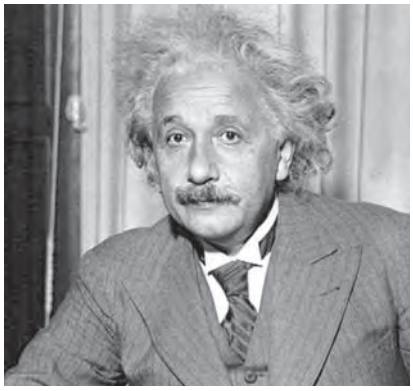
Facts

Facts are true and real. People cannot disagree with facts. In your class there are facts that every student accepts without disagreement. If your classroom is 7 meters in width and 8 meters in length, then the total area of your class is 56 square meters. The colour of the Ethiopian flag is green, yellow and red. You might have learnt about the Pythagorean Theorem. It is about the calculation of the length of the sides of right-angled triangle. The theorem expresses that the sum of the squares of the two sides of the right angle is equal to the square of the hypotenuse. No one in your class could disagree about the facts given above. You cannot disagree about facts with others unless a person lacks knowledge about the subject.

Concepts

A concept is an idea or thought that comes from the analysis of facts. Different thoughts are combined to form concepts. Concepts involve **analysis, evaluation** and **comparison**. When you think seriously about a concept, you analyze it. When you examine its use, you evaluate it. When you compare a given concept to other concepts, you make a comparison. Scientific theories such as Archimedes Principle or Boyle's Law were developed through factual knowledge to create these concepts. The mind produces the concepts so concepts are the product of careful thinking.

As students you will learn to put facts together to form concepts. One of the objectives of learning is to be able to conceptualize and produce refined and higher ideas. Obviously we all benefit from those great scientists and thinkers who changed this world. Their great minds brought change in the world. If you learn seriously, you too may be one of the great scientists of the world like Albert Einstein or Isaac Newton.



Albert Einstein

The Three Fundamental Forms of Knowledge

Generalizations

A generalization is a statement, principle or opinion based on some, but not all, of the facts. Human beings have a natural tendency to group or categorize things and ideas into like types. The purpose of generalization is to express more than what a single fact or concept can express. For example, you might be interested to find out why Africa remains the poorest continent in the world. In your investigation, you may find the following facts characterizing Africa:

1. High illiteracy rate;
2. Absence of democracy, for most part;
3. Widespread corruption and internal conflicts.

Based on the general facts given above, you develop the concept that the combination of them is the source of poverty in Africa. Furthermore, you may generalize, stating that countries with a high illiteracy rate, absence of democracy, widespread corruption and internal conflicts will remain poor. So you might generally conclude that Africa has remained poor because it is home to these problems.

? In small groups give at least two more examples of facts, concepts and generalizations. Share your examples with another group.

CASE STUDY

Ethiopia in the new Millennium

Ethiopia is located in the Horn of Africa. Its population is estimated at over 70,000,000, the second most populous country in Africa. Ethiopia has huge natural resources vital for its development.

Due to the autocratic and dictatorial political systems that prevailed in the country, the nation remained poor.

Ethiopians celebrated the second millennium seven years behind the celebration of the western world. Ethiopia follows the Julian calendar and the Western World follows the Gregorian calendar. The millennium celebration offered a unique opportunity for Ethiopians to make a resolution to be more hardworking and to transform the country. Ethiopians look forward to writing a new page of history that will undo poverty and backwardness.

? In your groups discuss and list the facts, concepts and generalizations given in the above case study.



Millennium celebrations

The Three Fundamental Forms of Knowledge

CASE STUDY

Foreign assistance obtained from multilateral and bilateral sources during the previous decade

Fiscal year	Million USD	Fiscal year	Million USD
1991/92	546.93	1999/00	426.78
1992/93	1241.37	2000/01	996.16
1993/94	511.22	**Total**	**7601.35**
1994/95	419.61		
1995/96	785.35		
1996/97	625.93		
1997/98	1081.47		
1998/99	966.53		

Source: Merewa. A quarterly magazine June, 2002

? What information can you gather from this table. What can you generalize from the total figure given in terms of developing the economy of the country?

REMEMBER

- Knowledge is made up of facts, concepts and generalizations.
- Facts are true and real.
- A concept is an idea or thought that is developed based on facts.
- Concepts are the product of careful thinking.
- A generalization is about a statement, principle or opinion based on some facts.
- The purpose of generalization is to make a conclusion based on facts or concepts.



Youngsters celebrate the Millennium

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LESSON 3

Use of Information

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

- describe the different sources of information.
- explain what is meant by the skill of using information.
- describe how data is collected.

What is information and how do you obtain and use it?

In Grade 9, you were introduced to the usefulness of knowledge. In this lesson, you will study the importance of information.

Information is definite knowledge acquired about a specific subject as a result of collected facts (data). Information is important for decision making. The right type of information is necessary for making a right decision. Such a decision is called an **informed decision**. Today we live in the age of information. When you need to make a decision on anything, you have to obtain the right type of information that is helpful for that purpose.

There are different **sources of information**. The first is **observation** through which you can gain information. The development of science and knowledge in general is based on observation. Observation means to focus on what you want to examine to gather information on it.

Books, magazines, newspapers, brochures and electronic media such as the internet are also sources of information.

But, in order to get the right type of information, you need to look for the right sources to ensure accuracy. The information obtained from the right sources can be considered as reliable. Such types of information can serve as data.

Data refers to facts or figures obtained from experiments or surveys used as a basis for making calculations or drawing conclusions. The data on which your decisions are based will have to be reliable. Data is necessary for decision making.

There are instruments for collecting data such as questionnaires, observations, group discussions etc. The amount of data needed for a specific case varies, depending on the nature and type of study or investigation conducted. The amount of data you collect, referred to as 'samples', must be a true representation of the area you are researching to enable you to make the right conclusions.

For example, if you would like to know the courses students most often like in your own school, you should involve a number of students who properly represent the whole school. However, if you were to do this just with students of your section, your sample would not be truly representative of the whole school. Hence, the outcome of your findings might be wrong, leading you to the wrong conclusion.

Use of Information

Form groups to discuss the use of information and data. Group leaders should present their ideas to the class for discussion.

Region	Number of Grade 11 Students		Ratio	
	Male	Female	Male	Female
Tigray	5883	6563	1	1.16
Afar	615	195	1	0.32
Amhara	13954	10157	1	0.73
Oromia	19856	8919	1	0.45
Somale	3225	1140	1	0.35
Benishangul-Gumuz	808	218	1	0.27
SNNP	8778	4147	1	0.47
Gambella	171	8	1	0.05
Harari	358	223	1	0.62
Addis Ababa	6990	7588	1	1.09
Dire Dawa	887	684	1	0.77
Total	61525	39842	1	0.65

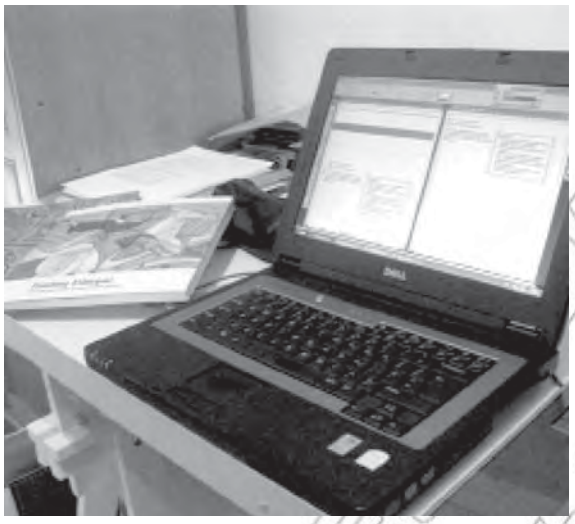
Enrolment in Secondary Schools-Regular-1999 E.C, Ministry of Education

Using the data above, gathered by the Ministry of Education, provide information about the number of male and female students across the different regions at Grade 11.

Why do you think some regions have far fewer females in education at Grade 11?

Why do you think there are more Grade 11 female students in two regions?

Use of Information



One source of information

REMEMBER

- Information can be knowledge about a specific subject or situation.
- Information is important for decision making.
- Reading books, magazines, newspapers, brochures, and the electronic media such as the internet are sources of information.
- The right type of information is vital to make the right decision.
- Sample is data collected through different instruments for research.

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LESSON 4

Knowledge and the Habit of Reading

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

- explain how to acquire knowledge through reading.
- be better readers.

Discuss some of the ways you could become a better reader.

In Grade 9, you dealt with the habit of reading. In this lesson, you will learn more about developing reading skills to gain more knowledge.

Reading is an important means of acquiring knowledge. You gain subject knowledge from reading textbooks. But you can read outside your field of study for the purpose of expanding your general knowledge and pleasure. For example, you can read a newspaper to gain knowledge on what is happening in the world or you could check the internet in order to find updated information. You could read a sign to find out where to go, or a manual to find out how to use a new mobile phone. You could read a letter from a friend or member of your family to find out how they are, or a text message to arrange a meeting. The possibilities of what you can do with the ability to read are endless.

As the fisherman casts his net wide to trap as many fish as possible, you too need to do the same in order to get more knowledge in different areas. Reading helps you to be a well-rounded person. This is achieved when you develop the habit of reading.

Your school library could be a place to frequently visit to read books and learn more. In some libraries you get thousands of books under a single roof. In libraries books are shelved so that users can access them easily. In your school you might see books arranged by subject (such as biology, physics, geography, etc.). In other libraries the arrangement may be different. For example, it could be by the author's name or title of the book. You have to care for books to enable others to use them after you.

The internet is another important source of knowledge. You can select topics and access what you would like to know. But, careful use of the internet is essential because there are unsuitable and inaccurate websites.

In general, the habit of reading offers the opportunity to get more knowledge to make a difference. People with knowledge command respect in society. You can aim to be one of them.

? Form groups and discuss how you can develop the habit of reading. Group leaders should report their ideas to the class for discussion.

Knowledge and the Habit of Reading

CASE STUDY

Paulos Gnogno — a person who transformed himself through reading

Paulos Gnogno was one of the famous journalists in Ethiopia. He only learned up to fourth grade. He was known to be great lover of books. He spent most of his time reading and became a very knowledgeable person. He had developed the habit to read starting early on. Because of his knowledge and wit he was a respected journalist. Some of the books he wrote include Yenewochu Geredoch, Yearadaw Tadesse, Yegetachew Mistoch, Deblekelek, Ye-Ethiopia ena ye-Italian Tornet and Atse Menelik. You can get some of his works compiled in a single book entitled Yepaulos Gnogno Sebeseb Serawotch (The collected works of Paulos Gnogno). Paulos Gnogno is widely known for his great sense of humor. After his death there were journalism clubs established in his name across the country.

? Form groups to discuss what you have learnt from a Grade 4 student who became a famous journalist.

CASE STUDY

A program for daily activity for a student

There is a well-organized student in a school who likes to do things to a routine. This student follows a daily program except when faced with some family or personal problems. The daily activities are shown in the program below.

? Form groups to discuss the benefits of having such a program for students like you. Group leaders should present their ideas to the class.

Day	Time	Activity	Rest period
Monday to Friday	8:00 AM – 5:00 PM	Learning in School	
	6:00 PM – 9:00 PM	Doing homework/study	
	9:00 PM – 9:30 PM	Dinner	
	9:30 PM – 10:30 PM	Study	
	11:00 PM – 5:30 AM		Sleep
	6:00 AM – 6:45 AM	Study	
Saturday	8:00 AM – 10:00 AM	Study	
	10:00 AM – 10:30 AM		Free (rest)
	10:30 AM – 12:30 AM	Study	
	12:30 AM – 2:00 PM		Free (rest)
	2:00 PM – 5:00 PM	Study	
	5:00 PM onwards		Free (rest)

Knowledge and the Habit of Reading

Sunday	9:00 AM – 11:30 AM 11:30 AM – 2:00 PM 2:00 PM – 4:00 PM 4:00 PM onwards	Study General reading 	 Free (rest) Free (rest)

REMEMBER

- Reading books is one of the ways through which knowledge is obtained.
- Books express and articulate knowledge.
- The habit of reading offers the opportunity to gain knowledge to make a difference.

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LESSON 5

Truthfulness

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

- describe the importance of truth.

Is it always good to be truthful?
Use examples to explain your answer.

Truthfulness refers being honest in what one says and does. You have the moral and legal duty to tell the truth. It is important to be truthful to others. Truthfulness is one of the characteristics of a **good citizen**. If you do some damage at home or in school then you have to tell the truth about it. If you try to hide and implicate others for your own wrong-doings, this is morally wrong and will do much harm.

Even though humans can make mistakes, there is the opportunity to learn from our own mistakes. In order to learn from one's own mistakes, the first thing is to admit to them. You have to be open to learn from your own mistakes rather than attempting to hide them. When you are a truthful citizen, you gain the respect you deserve. Organizations like to promote truthful persons to higher positions. They do this because they trust them and it is good for the image of the organizations.

Copy this table. Form groups then discuss and list on the copy the benefits of truthfulness and the damage that telling lies could cause in the table below. Examples are provided.

	Benefits of truthfulness	Outcomes of telling lies
1	Acceptance	Loss of friends
2		
3		
4		
5		

CASE STUDY

Dishonest behaviour

In a high school, there were three Grade 10 students who wanted to unfairly accuse one of their teachers. The students fabricated a false story against the teacher. They agreed to do this because he had once reprimanded them when he had seen them doing something wrong. They manipulated their classmates to get support to accuse him. Unaware of the fake story created, the students of the section drew up a petition.

The school administration could not find any fault with the teacher. The administration then discovered that the story was the sheer creation of

Truthfulness

some students. Those students who were behind the plot were identified. They were taken to the office and their parents were called and informed about the case. They realized that their children were going to face expulsion from the school.

? Form groups to discuss what lessons you can learn from such an event. Group leaders should present their ideas to the class for discussion.

REMEMBER

- Truthfulness refers to being honest in what one says and does.
- As a responsible citizen you have to be truthful.
- As a truthful person you gain the respect you deserve.
- You have a moral and legal duty to tell the truth.
- Truthfulness is one of the characteristics of a good citizen.

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UNIT SUMMARY

In this unit, you have expanded your knowledge on the pursuit of wisdom. You have seen that humans are the only learning animals which, on the basis of what they learn, can produce new knowledge. You have learnt that knowledge and wisdom contribute to bring about a difference in life.

You have learnt about the three fundamental forms of knowledge, their use and how they are linked. You have learnt that knowledge is obtained through reading and observations.

You have seen how truthfulness is important in life. Generally, what you get in this unit should encourage you to further expand your knowledge in all aspects.

GLOSSARY

Concepts:	An idea or thought based on fact.
Data:	Information/facts.
Facts:	Information regarded as being true or real.
Generalization:	Concluding statements, principles or opinions based on some facts.
Information:	Something which gives knowledge in the form of facts.
Knowledge:	Understanding of information.
Truthfulness:	The habit of telling the truth.
Wisdom:	The quality of using knowledge for a purpose.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. The pursuit of wisdom gives rise to:
   (*a*) more knowledge
   (*b*) being able to use information and data
   (*c*) a better understanding of the world
   (*d*) all
2. Which one of the following statements is not correct?
   (*a*) humans are the only learning animals who can come up with their own production of knowledge
   (*b*) wisdom is the quality of being wise
   (*c*) knowledge is an endless journey
   (*d*) none
3. Which one of the following refers to a concept?
   (*a*) idea or thought, based on analysis of facts
   (*b*) truthfulness
   (*c*) something which gives knowledge in a form of facts
   (*d*) information or data

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4. Which one of the following statements is correct?
   (*a*) knowledge **only** comes from schools
   (*b*) knowledge **only** comes from books
   (*c*) knowledge is obtained through formal and informal channels
   (*d*) none
5. Which one of the following statements is not correct?
   (*a*) truthfulness is the habit of telling the truth
   (*b*) telling some lies can be morally wrong or punishable by law
   (*c*) truthful people are often not trusted by their organizations
   (*d*) none

Part II – Matching

Column A	Column B
1. The skill of reading could be developed through	A. Data collected to undertake a given research
2. Facts, concepts and generalization	B. Instruments for data collection
3. Sample	C. Practice
4. Questionnaire, observations, group discussion etc.	D. The rational use of knowledge
5. Wisdom	E. The three forms of knowledge

Part III – Short answers

1. What is the relationship between knowledge and wisdom?
2. What are the three forms of knowledge?
3. What do you understand by information?
4. How do you collect data for a study?

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