

CIVICS AND ETHICAL EDUCATION

Student Textbook Grade 7

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UNIT 1

Democratic System

By the end of this unit, students will be able to:

- explain the major principles of the democratic system.
- list collective and individual democratic and human rights.
- identify the duties and responsibilities of Federal and Regional states.
- understand the organization of branches of government.
- understand the advantages of tolerance in diversity.
- identify the major contributions of Ethiopia for African countries.

1.1 Principles of a Democratic System

1.1.1 Political Power Through Competitive Election

- What is the importance of free and competitive election?

Free and competitive election for political power is one of the principles of democracy. Free and competitive election primarily implies the involvement of two or more political parties or private competitors in an election, according to constitutional provisions. Moreover, it also implies that the electorate (the people) are not compelled or hindered by anybody in electing the party or the person of their choice. It also means that there should be convenient situation for the election.

According to this principle, competent parties and individuals can speak to the people and conduct

their respective election campaigns. But none of them can speak or act in a way that leads to violence and conflict. Rather, there shall be mutual respect among the electorate and competitors and they should show tolerance of the views of one another.

Activity 1

Answer the following questions in brief:

1. Free and competitive election for political power is considered as one of the principles of democratic system. Why?
2. What is the importance of free and competitive election for a democratic system?

1.1.2 The Rule of Law

- What is the rule of law?

The rule of law is the other basic principle of a democratic system. It is a pillar on which the democratic system is constructed. According to this principle, everyone is equal before the law. This means that there shall be no discrimination on the basis of sex, ethnicity, wealth, social status etc. Thus, every decision and action of the government body shall be in accordance with the law, rather than the personal intention of officials. Thus, in a democratic system every citizen, even the lawmaker is under the law.

Activity 2

1. Give two practical examples of the manifestations of the rule of law and explain how.
2. Explain the advantages of applying the rule of law.

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1.1.3 Transparency and Accountability

- What do we mean by transparency and accountability?

The third principle of a democratic system states that both elected and appointed government officials shall be accountable for the activities they perform. Every activity shall be also transparent to the people. According to this principle:

1. government officials shall be transparent in their decisions and actions. The power that they hold is given to them by the people and they shall use it only for public, not private interest. If they use the public power for personal benefit, they shall be held accountable and even accused and punished by the law.
2. according to the principle of transparency, the people have the right to be informed about every activity of the government and about the realities of their country. However, there are exceptions to the right for information. These include issues that are legally recognized as secrets for national and public security.

The advantage of transparency is that it makes the people have confidence in their government. This is because it enables the people to evaluate government activities. On the other hand, the absence of transparency may make the people feel that the government is not representing their interests even when the government is properly fulfilling its responsibilities. In general, every citizen, including government officials, shall be transparent and accountable for their actions.

Activity 3

Answer the following questions in brief:

1. Give two practical examples of the principle of transparency and accountability.
2. What are the advantages of practicing the principle of transparency and accountability?
3. Transparency and accountability is one of the principles of a democratic system. Why? Discuss.

1.1.4 Majority Rule and Minority Rights

- What does it mean by majority rule and minority rights?

The other principle of a democratic system is the principle of majority rule and minority rights. Some of the manifestations of a democratic system include:

- (a) open discussion
- (b) exchange of ideas
- (c) debate
- (d) peaceful resolution of differences.

However, when peaceful resolution of differences, through the agreement of all, is not possible, the issue will be decided through voting. In the voting, the solution supported by the majority will be applied to minorities too. This is what we call the principle of majority rule.

Before voting on an issue, there will be continuous debate and detailed discussion and everyone will be allowed to express his/her views freely. Then, when arriving at a common solution becomes impossible, voting becomes essential. As we have said earlier, the solution voted for will be implemented by the majority who supported it and by the minority who abstained or opposed it.

The minority group, however, can oppose the voted solution when its implementation limits or violates their basic rights, security, dignity and freedoms (of thought and opinion). The reason for this is that the rights of the minority are protected by law in democratic systems and any decision or action against basic rights and freedoms is against the democratic system itself. Therefore, the democratic principle of majority vote shall never be practiced in contradiction to basic rights. In other words, the majority vote must conform with the rights of the minority. This is what we call majority rule and minority rights.

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Activity 4

Answer the following questions in brief:

1. Explain the principle of majority rule with practical examples.
2. What are the advantages practicing the principle of majority rule?
3. Majority rule and minority rights is one of the principles of a democratic system. Why?

Dear students, we have seen the four major principles of a democratic system. We hope the following practical exemplary situations may help you to get a better understanding of the principles. Read the cases very carefully and answer the questions that follow them.

Case 1

It was reported to the Ethics and Anti-corruption Commission that, in a given public enterprise, there was widespread corruption, maladministration and mistreatment of employees. Through investigations the commission found tangible evidence of the abuse of power by the officials of the enterprise. As a result the officials were arrested.

Abuse of power means using public power beyond legal limits and for personal interest.

Case 2

Journalists were informed that, in a given government office, the higher officials violate the human rights of their employees. The journalists wanted to get the authentic information of the case from the officials, but the officials refused to talk to the journalists and told them that it was not their concern.

Case 3

In the local and replacement elections of 2000 (E.C.), different political parties were involved. The electorate (the people) elected the party of their choice freely and peacefully.

Case 4

Residents of a given village contributed money for electricity and water supply. However, the money collected was only enough for one of the projects. So the people decided to implement one of the projects this year and postponed the other for the next year. Though they had a detailed discussion, they were not able to agree on which project to implement first. Thus, they wanted to vote. In the vote, out of the 520 residents, 130 supported the water supply project whereas 390 of them thought the electricity project should be given priority. Accordingly, the electricity supply project is to be implemented this year.

Group Activity

Based on the above cases discuss the questions below:

- (A) Match each of the cases with the principles of democracy discussed earlier.
- (B) In each of the cases that you have matched, is the principle properly practiced or violated. How?
- (C) If you think that in any of the cases the principle was violated, what should have been done?

1.2 Human and Democratic Rights

1.2.1 Individual Human Rights

- Mention two examples of individual human rights.

A. The Right to Life

The right to life is the basis of all other human rights. The reasons for this include that a person cannot exercise and defend other rights if he is not alive. Moreover, life cannot be replaced and cannot be given by anybody. Hence, no one can take a life which he/she has not given. This shows you that life is honourable and highly valued. However, the right to life can be limited (violated) by law. This happens when a person commits serious crimes such as deliberately killing another person and other related

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crimes that highly endanger the well-being and security of a society at large. In short, a person may lose the right to life and he/she may be punished by the death penalty if he/she commits crimes that legally would lead to such a punishment.

B. The Right to Protect Body from Damage

This right emanates from the right to life, because respecting the right to life, without the right for physical well-being, is meaningless. Therefore, the right to protect one's body from damage is as important as the right to life.

This right implies that a person should not be arrested and imprisoned without being accused or sentenced. According to this right, a person cannot be arrested without sufficient evidence and a written court order.

Activity 5

Answer the following questions:

1. Explain how important it is to a person to have his/her individual human rights respected.
2. What is expected of you in order for your human rights to be properly respected?

1.2.2 Group Human Rights

- Mention two examples of group human rights.

A. Right to Equality

The right to equality is one of the basic rights. It means the right to be treated equally. It is particularly important in a country of diverse nations, nationalities and peoples. This in turn contributes to peace, development and building a democratic system.

B. The Freedom of Religion, Belief and Opinion

The freedom of religion, belief and opinion means the freedom to hold, accept and follow a religion or belief of one's choice. According to this provision, no one shall be forced to follow any religion or worship. For example, children shall not be forced to be enrolled in a given religious school.

However, the freedom of religion, belief and opinion can be limited by laws. Such laws are enacted so as to protect the public security and peace, as well as to protect the basic rights of other persons.

Activity 6

Answer the following questions:

1. Explain the advantages of exercising group human rights.
2. Can group human rights be limited by law? Why?

1.2.3 Individual Democratic Rights

- Mention some of the individual democratic rights.

A. The Right of Thought, Opinion and Expression

The right of thought, opinion and expression is one of the basic rights for human life and survival.

However, legal limits may be imposed on this right with the purpose of protecting national security, personal dignity and honour.

It is also important for the development of personality. This right includes the right to freely express one's thoughts and opinions and freely gather information. Therefore, every person is free to gather and disseminate written or oral information within or outside his country without limitation.

B. Freedom of Movement

This is the right to move anywhere within the country and the right to go abroad and to return to the country. It also includes the right to choose one's place of residence.

Activity 7

Answer the following questions:

1. Explain how important it is to respect the democratic rights of the individual.
2. What is expected of you to properly exercise your democratic rights?
3. Can these rights be legally limited? Why?

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1.2.4 Group Democratic Rights

- Mention some of the group democratic rights.

A. The Right of Nations, Nationalities and Peoples

The right of nations, nationalities and peoples for self-determination is one of the group democratic rights. This right enables people to live together freely/as they wish. According to this right, nations, nationalities and peoples have the right to govern themselves, develop their culture and language and even establish their own autonomous government.

Moreover, the people have the right to control their elected officials and even depose them from power and replace them by other. They do this when they lose confidence in the officials and believe that they are no more necessary. There shall be no hindrance that prohibits the people from exercising this right.

B. The Right to Association, Assembly, Demonstration and Petition

The democratic rights of citizens include the rights of assembly, association and the right to express opposition through demonstration.

There are legal limitations on the right to association, assembly, demonstration and petition in order to protect citizens' security, dignity and honour, to prohibit any propaganda for war and any public expression intended to injure human dignity.

These rights are basic and highly valued, because, in order to fulfill their needs, people have to solve their problems together. This can be practised through the right for association and assembly. Therefore, no one shall be forced to be a member of an organization without his/her will.

However, there are legal limitations to these rights. They shall never violate the rights of other persons. Moreover, when these rights are exercised with the intention of violating the law and endangering the constitutional system, they are illegal.

C. Popular Sovereignty

Popular sovereignty implies that the people of a given country are sources and owners of all power. Political power emanates from them and resides in their hands. When the people have full rights of self-determination to elect their representatives and to depose public officials at their will, one can say there is popular sovereignty. The realization of popular sovereignty is the base for respecting all democratic and human rights.

Activity 8

Answer the following questions:

1. Explain the necessity and importance of respecting group democratic rights.
2. What is expected of you to properly exercise these rights?
3. Can group democratic rights be legally prohibited? Why?

1.3 Tolerance in Diversity

1.3.1 The Importance of Tolerance in Diversity



Picture 1.1. Christian and Muslim friends studying together

- Look at picture 1.1 carefully. Identify at least three differences among the people.
- What does the picture indicate? What do you understand?

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The four friends

There are four friends who are students of grade 7. Obong is a follower of Orthodox Christianity, Wote is a follower of catholic, Hawa is a follower of Islam and Ermias is a follower of Protestant Christianity. These students like each other very much and they are always found together both inside and outside the class. Even their deep friendship extended to their parents.

They make an effort to succeed in their education. They have planned a study programme according to which they meet at the house of each in turn. When it is their turn, their parents prepare a meal and make tea for the children.

Hawa together with his parents visits his friends during Christian holidays like Epiphany, Easter and X-mas. Similarly, the Christian friends and their parents visit their Muslim friends during Ramadan, Meuelid and Arafa.

The deep friendship between these children made them appear like members of the same family, and the parents of each consider all of them as their own children.

Activity 9

Answer the following questions based on the above story:

1. What have you learned from the four friends?
2. What have you learned from their parents?
3. Do you know any friends who love each other like the four friends? If yes, write about them.

Tolerance in diversity is highly valuable for living together. This is because it leads to peace, love and mutual understanding.

A family may have different beliefs, thoughts and inclination. They can co-exist with these differences in the spirit of fraternity and mutual understanding.

Tolerance is also advantageous for the community in that it enables working together, open discussion, negotiation and peaceful resolution of conflicts.

Tolerance makes the society develop unity in diversity and help people to co-exist peacefully.

Activity 10

Discuss the following questions:

1. What does tolerance in diversity mean?
2. How could we peacefully co-exist with others while we have differences?
3. What are the advantages of love and peaceful co-existence?

1.4 Functions of Government

1.4.1 The Functions of the Federal Government

- (a) It shall protect and defend the Constitution.
- (b) It shall formulate and implement the country's policies, strategies and plans in respect of overall economic, social and development matters.
- (c) It shall establish and implement national standards and basic policy criteria for public health, education, science and technology as well as for the protection and preservation of cultural and historical legacies.
- (d) It shall formulate and execute the country's financial, monetary and foreign investment policies and strategies.
- (e) It shall enact laws for the utilization and conservation of land and other natural resources, historical sites and objects.
- (f) It shall establish and administer national defence and public security forces as well as a federal police force.
- (g) It shall administer the National Bank, print and borrow money, mint coins, regulate foreign exchange and money in circulation; it shall determine by law the conditions and terms under which States can borrow money from internal sources.

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Activity 11

Discuss the following question:

1. Choose any two functions of the federal government and discuss why they are federal government functions.

1.4.2 Power and Functions of Regional States

- (a) To establish a State administration that best advances self-government, a democratic order based on the rule of law; to protect and defend the Federal Constitution.
- (b) To enact and execute the State Constitution and other laws.
- (c) To formulate and execute economic, social and development policies, strategies and plans of the State.
- (d) To administer land and other natural resources in accordance with Federal laws.
- (e) To levy and collect taxes and duties on revenue sources reserved to the States and to draw up and administer the State budget.
- (f) To enact and enforce laws on the State civil service and their condition of work; in the implementation of this responsibility, it shall ensure that educational training and experience requirements for any job, title or position approximate national standards.
- (g) To establish and administer a state police force, and to maintain public order and peace within the State.

Activity 12

Discuss the following question:

1. Choose any three functions of regional governments and discuss why they are functions of regional governments.

1.4.3 City Administrations and their Accountability

- What does it mean by city administration?

In all regions, there are legally recognized self-administrating cities. The city administrations are accountable to the people who elected them, and they have their own councils, executives and mayors appointed by the executives. The mayors control the day-to-day activities of the city administration. In addition to their accountability to the people who elected them, the city administrations of Addis Ababa and Dire Dawa are accountable to the Federal government.

Addis Ababa is the capital city of the country and the headquarters of the Federal government. Cities have different levels of administration. For example, in Addis Ababa, the city council is the highest political body followed by sub-city councils and kebele councils. All these councils have executive organs.

Group Activity

Organize yourselves in group under the guidance of your teacher and prepare explanations on one of the following issues which will be given to you by lot.

- (A) Functions of the federal government.
- (B) Functions of the regional government.
- (C) The reason for the accountability of Addis Ababa and Dire Dawa to the federal government.

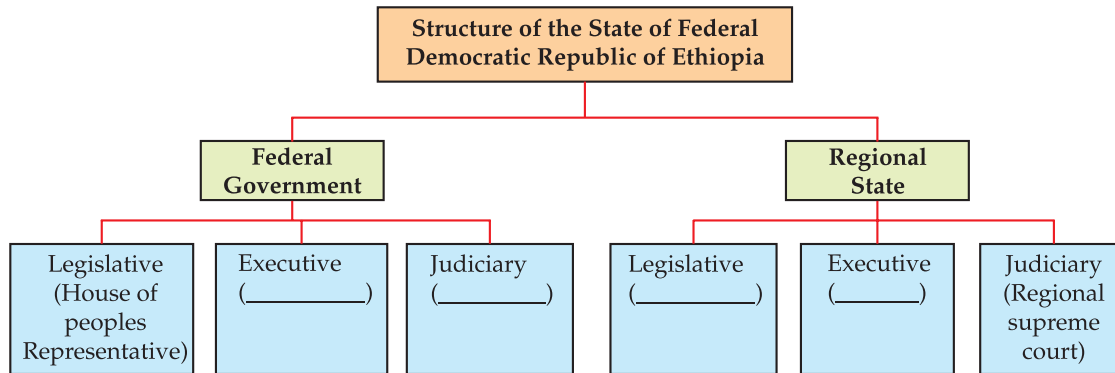
1.5 The Structure of the State of the Federal Democratic Republic of Ethiopia

State structure means the organization of political powers at different levels (Federal, Regional, etc.) and into different branches (legislative, executive, and judiciary).

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Copy the diagram below into your exercise books and fill in the organs or branches of government in the space provided in brackets. Two are done for you as examples.

The Federal Democratic state of Ethiopia has three branches of government. Similarly, regional states also have three branches. These are the legislative, the executive and the judiciary.



Picture 1.2. The structure of the state of the Federal Democratic Republic of Ethiopia

1.5.1 The Legislative

The legislative is the highest political organ of the federal government. The House of Peoples Representatives (HPR) is the legislative organ of the federal government. The Regional states council is the legislative body, which is the highest political organ in the region. The function of the legislative is to make and endorse laws, decrees, rules and regulations for public peace and security in the country and the regions.

1.5.2 The Executive

The federal executive is the council of ministers while that of the regions is the regional administration. The major function of the executive is enforcing or implementing the law made by the legislative. In order to fulfill this function, the executive establishes and supervises Ministerial offices, the police force, and the office of public prosecutor and personal houses. The chief executive of the federal government is the Prime Minister. The chief executive of the regional state is the President.

1.5.3 The Judiciary

The Federal judiciary is the Federal Supreme Court. Under it, there are the Federal Higher court and the Federal First Instant court. In the regions, this organ of government is the Regional Supreme Court. Under it there are Regional Higher Court and Regional First Instant court.

The major function of the judiciary is to give judicial (judgement) services. This body helps to ensure peace and security by interpreting laws made by the legislative and executive.

As stated above, in democratic systems law-making, implementing and interpreting are given to different branches of government. Moreover, in this power division, none of the branches of the governments can interfere in the powers of the other. The main reason for the division of power between three branches of government is to prevent power concentration at one place. It also prevents dictatorship.

Such a power division is according to the principle of separation of power. This principle enables legislative houses (councils), executive institutions and courts (the judiciary) to act independently.

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Activity 13

Discuss the following question:

1. What is the reason to divide state power into three branches in democratic systems?

1.6 Foreign Relations of Ethiopia

1.6.1 The Contribution of Ethiopia for African Countries



Picture 1.3. The Ethiopian peace-keeping force on a mission

- What do you understand from the above picture?
- Mention the contributions of Ethiopia to African countries that you know.

Ethiopia contributed a lot to maintain peace in the continent of Africa. For example, its peace-keeping force was part of the United Nations'

peace-keeping mission in Congo, Rwanda, Burundi, and Liberia. The Ethiopian peace-keeping force is known for its effort in the rehabilitation of war-displaced people. Ethiopia's involvement in peace-keeping activities began in the Korean war of 1950's where it accomplished a mission that became a pride for Africans. Its large-scale involvement in peace-keeping mission in the continent is an indicator of the country's international recognition and commitment for the peace of Africa.

Ethiopia was also a model for the independence of African countries from colonialism. Moreover, the country contributed to the anti-colonial struggle of Africa by giving military training for freedom fighters and contributing soldiers and deciding immigration and asylum issues.

Activity 14

Write a report of two pages on the following questions in groups. You can use your history teacher, history books etc., as references.

1. Choose one country where the Ethiopian peace-keeping force had campaigned and write a report including the following information:
 - (A) The date of the mission
 - (B) Major activities.

Summary

A democratic system has many basic principles. These include free and competitive elections, the rule of law and transparency and accountability.

Tolerance to diversity is highly important for peaceful co-existence. It enables communities to live peacefully in unity in diversity.

The Federal government of Ethiopia has many functions. The major ones include protecting

and defending the constitution; organizing and administering public and national defence and security forces and the Federal police force; administering the national bank; printing money and minting coins; controlling foreign exchange rates; deciding foreign relation policies; expanding air; rail; sea transport facilities and telecommunication services.

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Key Words

<i>Federal:</i>	A state established by the association of self-governing regional states
<i>Democracy:</i>	A system of government in which the people are sources of ultimate political power. It is ruled by officials elected by the free will of the people
<i>Republic:</i>	An indicator of the government being publicly elected
<i>Protocol Agreement:</i>	Agreements for cooperation in economic, cultural, educational etc., areas signed between countries
<i>Censorship:</i>	Control or investigation of messages of electronic or print media to check their political and moral effects before they are disseminated to the public
<i>Asylum:</i>	The protection given by a country to political refugees of another country

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Free and fair, competitive election for political power is one of the principles of democracy.
2. In a democratic system, the right to life shall never be limited.
3. In exercising their right to assembly, people shall do it peacefully and legally.
4. Tolerance in diversity encourages mutual respect, cooperation, peace and love.
5. Making and implementing foreign policy and negotiating and ratifying international treaties are functions of regional states.

II. Match words or phrases under column 'A' with correct items of column 'B'

A

1. The pillar of a democratic system
2. The right of association
3. The right of assembly in a peaceful manner
4. The right to practice any religion
5. The right of Nations and Nationalities for self-administration
6. Freedom of expression
7. The right to life

B

- A. Rule of law
- B. Individual human right
- C. Collective human right
- D. Individual democratic right
- E. Collective Democratic right

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III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. The major principles of democratic systems are _____, _____ and _____.
2. The three branches of government are _____, _____ and _____.

IV. Choose the correct answer for the following questions

1. Which democratic principle says that the decisions made by officials shall be at the will of the people and not in their personal interest?
(a) Transparency (b) Accountability (c) Rule of law (d) All are correct.
2. Which one is not the power and function of the federal government?
(a) Printing money
(b) National defence, security and National Bank
(c) Postal and telecommunication service
(d) None of the above.
3. What is the importance of tolerance in diversity?
(a) The development of inter-personal relations
(b) To cooperate for effective work
(c) To live peacefully in unity in diversity
(d) All of the above.

V. Give short answers for the following questions

1. What are the three branches of government? What is the importance of the separation of power among the three branches? Explain with examples.
2. Compare and contrast the powers and functions of the Federal and Regional States.

UNIT 2

The Rule of Law

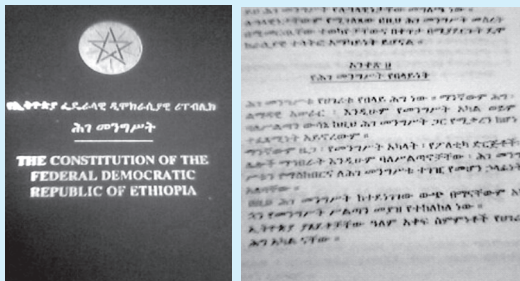
By the end of this unit, students will be able to:

- distinguish some characteristics of constitution and other laws.
- explain the characteristics of legal protection and its importance.
- state how the power of elected and appointed officials is limited by law.

2.1 Constitution

2.1.1 Characteristics of a Federal Constitution

- Why is the Ethiopian constitution said to be a federal constitution?
- How many constitutions do countries with a federal structure have?



Picture 2.1. The federal constitution is the source of regional constitutions and other laws in the country

The federal constitution is the supreme law according to which countries following federalism are ruled. In countries following a federal system, there may be more than one constitution. This means that when the member states of the federation have their own respective constitutions, the central (federal) state also has its own constitution.

The federal constitution is the constitution endorsed by the member states of the federation

and will be brought over all of them. Therefore, it serves as the supreme law over all member states. Accordingly, the constitutions of the member states and other laws and regulations in the country shall never contradict the federal constitution.

In general, the federal constitution is the major governing law for a country with a federal form of government. Thus, the country's political, social and economic objectives will be clearly stated in this constitution. The constitution is the source for all other laws and rules.

Since 1995, Ethiopia has had a constitution adopted by the Nations, Nationalities and Peoples of the country. This constitution establishes a federal form of state. This constitution is the supreme law of the land. Though the member states (regions) make their own constitutions according to their context, their constitutions shall never contradict the federal constitution.

The constitution is the supreme law of the land. Any law, customary practice or decision of an organ of state or a public official which contravenes this constitution shall be invalid. (Source: The constitution of Federal Democratic Republic of Ethiopia Article 9(1)).

Activity 1

Answer the following questions:

1. How many constitutions are there in our country?
2. If there is more than one constitution in our country, explain why they exist?
3. In a country having more than one constitution, which constitution is supreme?
4. If there are contradictions between federal and state (regional) constitutions, and other laws, which one would take precedence? Why?

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2.1.2 The Importance of a Federal Constitution

- Mention the importance of Federal constitutions.

Power division between central (federal) and regional states is one of the characteristics of federalism. The federal constitution clearly states which powers are concurrently shared by both levels of the state and which powers are exclusively given to either. It also shows the relations between the two levels (federal and regional) of a state.

Furthermore, the federal constitution is essential in that it fulfills the following objectives.

- It enables people to exercise self-governance and decide on their affairs by themselves.
- It makes administrative and judicial institutions accessible to them.
- It strengthens the people's participation and representation at different administrative levels, including the regional level.
- It facilitates balanced development among regional states.
- It helps to build unity among the people on the basis of equality and free will.
- It enacts a just and balanced allocation of power and resources between the federal and regional states.
- It ensures the popular sovereignty of the nations, nationalities and peoples of Ethiopia.
- It ensures the legitimacy of the powers and responsibilities of the government and the peaceful transition of power. It also ensures the basic rights and citizens, political representation of people, etc.

Activity 2

Give short answers to the following questions:

1. What problems may arise if the member states did not have a common, binding constitution?
2. Mention the advantages of the prevalence of constitution of federal and regional levels.

3. Explain what would happen if the member states of the Federal Democratic Republic of Ethiopia, which have their own respective constitutions, did not have a common binding constitution.

2.1.3 The Importance of Legal Protection

- Why do you think people in conflict or violated people request to be taken to judicial institutions?

Morka and Sherif

Morka and Sherif recognized that there is multifaceted corruption in their school. After they had decided to expose this corruption they failed to reach an agreement on the consequences of their act. Morka said that they would suffer disgrace if the school did not give them legal protection for their exposure of the corruption. Sherif on his part said that there was no need of legal protection so they called *Kitona* to consult with them on their disagreement.

Activity 3

Answer the following questions based on the above case:

1. What solutions would you give if you were in the place of *Kitona*?
2. Who should give them legal protection from any harm they may face for exposing the corruption?
3. Interview some other students and ask them whether or not legal protection is given to students who expose cases of corruption. Report back to your class.

Legal protection is the condition of protecting and ensuring the life, liberty and property of citizens without any form of discrimination. Legal protection prevents rich and powerful people from violating the rights of others, either by using force or money. It also gives citizens, rights to move freely from place to place, and to be engaged in economic, political and social affairs. To sum up, legal protection serves

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as an instrument for respecting the human and democratic rights stated in the constitution.

Activity 4

Answer the following questions:

1. What is meant by legal protection?
2. Why do citizens need legal protection?
3. Mention the legal protection of children provided in the federal constitution of Ethiopia.

2.2 Ethics

2.2.1 Ethical Standards Expected from Students

Copy the following table on your exercise book and put tick mark (✓) for the ethical standards that the society expects from students in the table given below:

Table 2.1: Deciding whether the given values are ethical or unethical

No.	Values	Ethical	Unethical
1	Helping the vulnerable		
2	Taking the initiative to clean ones environment		
3	Being exemplary in the request for the common solutions to environmental problems		
4	Respecting the elderly and caring for the young		
5	Helping the needy		
6	Giving up seats for elders		
7	Spending leisure and work time in playing		
8	Respecting teachers		
9	Not opposing illegal acts		
10	Not becoming involved in illegal acts		

11	Note examination answers from others		
12	Not violating the rights of others		

Ethics are the principles by which a person judges right and wrong, good and bad, worthy and not worthy in the context of his or her society.

In the absence of good ethics in a given society, there would be selfishness, lawlessness, theft, cheating etc. This would, in turn, cause poverty and underdevelopment.

Some of the positive values shared by societies in our country include sociability, eating together, cooperating during joy and sorrow, helping the needy, mutual respect and respecting older people. Our society needs students to accept and apply these values. Students need to be committed and responsible citizens, furthermore, they need to respect work, love their country and people and respect the rights of others. Therefore, they are expected to follow and preserve these and other moral values. When this happens our country will be freed from backwardness and poverty. Students have to understand that this will only be possible through the efforts of the citizens of the country themselves and not through the efforts of others.

Activity 5

Copy the following on your exercise book and answer the questions:

1. Students, have you ever observed when ethical children are blessed by their elders or when unethical children are cursed? Explain the blessings and curses that you have listened to with the reasons.

Blessing	Reason
<i>Example</i> <i>Be blessed</i>	<i>for obedience to elders</i>
_____	_____
_____	_____
_____	_____

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Curses	Reason
<i>Example</i> <i>Be cursed</i>	<i>for sexually harassing</i>
_____	_____
_____	_____
_____	_____

2. Some people say that obedience to parents and respecting older people is outdated. Do you agree with them? Why? Explain your answer.

2.3 Limits of Power

2.3.1 The Importance of Limiting the Power of Government Officials

- Who are said to be government officials?
- What is the need for limiting the power of officials?

Gabiso

Ato Gabiso is a head of a certain public office. He is known for intervening in all activities of the office. He is the one who orders the employment of new workers and who evaluates the recruits. He is also the chairman of the award committee of the office: he was even given an award by the same committee as a hard worker. Moreover, he decides where to purchase items for the office and approves the quality of the items. Because of this, two contradictory opinions have developed about him. Some staff members of the office assert that Ato Gabiso should be thanked and praised for conducting all the above mentioned tasks. Whereas others oppose this suggestion by saying that the unlimited powers of Ato Gabiso could lead to problems.

Activity 6

Answer the following questions based on the above case:

1. Which opinion do you support? Why? Make any alternative suggestion of your own.
2. Has Ato Gabiso done wrong? How?
3. What could be done to prevent activities such as Ato Gabiso's?

Public officials are persons appointed by government or elected by a people in order to lead, administrate and work in public offices.

These government officials will be given enough power to properly discharge their responsibilities. The power given to them is clearly stated in laws and rules. Therefore, even though the officials have power, they shall act only within the legally given limits to their power. However, if they act beyond the legal limits of their power, they will be held accountable.

For example, a given official cannot arrest citizens and cannot cause them to be punished without a court order. If he does so, this means that he has acted beyond the legal limits of his power.

Limiting the power of government officials is needed for:

- preventing the violation of human and democratic rights of citizens.
- protecting the rule of law from being endangered.
- establishing transparent and accountable systems.
- providing the appropriate services to the society.
- preventing discriminatory practices and lawlessness.

Activity 7

Give short answers to the following questions:

1. Who are your school managers who have been appointed or elected to lead the teaching-learning process?
2. Mention any two of the powers and functions of these managers.
3. Mention three problems that could arise if the power of a government official is not limited by law.

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2.4 Secrets

2.4.1 Family Secrets

- Have you ever heard the Amharic saying, “የቤታችን ገመና እንዳይወጣ”. When do people say this? Explain with examples.
- Do you know any sayings about family secrets in your mother tongue? Share them with your classmates and explain why they are used.

Answer the following after carefully looking at the cases given in Table 2.2:

1. Of the four cases identify those which are family secrets in nature.
2. Explain the reasons why they are family secrets.
3. Explain the problems that could arise if these secrets are exposed.
4. Of the four cases presented identify, those which are not family secrets and give your reasons.

Table 2.2: Identifying family and non-family secrets

1	While she was looking out through the window, she saw someone’s car window being stoned and smashed by her own children. No one else except her saw what happened.
2	A fourteen years old boy is unable to control his urination. Hence, he urinates in bed. The family kept the issue secret.
3	She fails to attend classes regularly due to the conflict between her parents. She is depressed and sometimes even cries. Her teacher and friends who are worried about the situation ask what has happened to her and she tells them.
4	A family won a lottery prize of half a million and the case is kept secret.

Families always consult each other about their daily life, the way to bring up their children, their behaviour, education, about work, and social and

political participation etc. Sometimes, disagreements and conflicts may take place between family members: between a husband and a wife, and among brothers and sisters but exposing such familial issues and conflicts to others is undesirable and immoral.

Family secrets are the secrets that must be kept in the family for the peace, well-being and development of the family. Family secrets are essential only for the concerned family and are unimportant or even sometimes dangerous to others. Thus, keeping family secret is one of the characteristics of good citizens, because a young person used to keeping family secrets would also have the quality of keeping national and official secrets. Hence he/she would be a loyal and honest citizen.

Nevertheless, sometimes issues which should not be kept secret may be kept as secrets within the family. For example, cases of rape, children with mental impairment and children who are injured by inappropriate corporal punishment may be hidden as secrets. However, holding such issues as secrets is wrong and may even be a crime. Thus, family members should distinguish between family secrets from those which are not.

Activity 8

Give short answers to the following questions:

1. What is a family secret?
2. Who shall keep family secrets?
3. Why is keeping family secrets essential?

2.4.2 The Disadvantages of Not Keeping Family Secrets

- What are the disadvantages of not keeping family secrets?
- Do you know families who have problems due to not keeping family secrets? If you do, discuss with your partner the problem that resulted from exposure of the secret.

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The Key

After locking their door Enare and her family always put the key under the mortar near the door. All family members know they could find the key there. This was a secret in the family. However, one day, while Enare was telling her friends about the key the news reached the ears of nearby thieves. The next day all their belongings were stolen and the family was very upset, their plans were ruined. The security officials who investigated the case proved that this was due to the exposure of the secret of “the key”.

Activity 9

Answer the following questions based on the above case:

1. How was the secret of the key exposed?
2. What should be done in the family so that such secrets will not lead to problems in the future?
3. Who is responsible for the problem?

Many misfortunes may happen to members of a family if they do not keep family secrets. The family or the family member may be socially alienated. Divorce and dissolution of the family may also take place. Besides, there may be psychological and economic losses. Thus, keeping family secrets may prevent some of the above mentioned problems.

Activity 10

Give short answers to the following questions:

1. What types of issues are considered as family secrets?
2. Mention some other problems that could arise due to the exposure of family secrets.

2.5 Corruption

2.5.1 Corruption in Governmental and Non-Governmental Institutions

- Explain possible activities of corruption in local governmental and non-governmental institutions.

- Have you ever experienced corruption? If so, discuss the situation with your classmates.

The Committee

A certain non-governmental institution gave an opportunity to a school for its students to be hired in the institution as temporary workers in the summer. According to the sponsorship letter, the recruits had to be grade 9 students with an annual average score of 85% and above and standing 1st to 3rd in their class rank. The school established a committee to discuss the recruitment of students and they came up with the following list of competitors.

Table 2.3: List of students recruited for summer time job sponsorship

No.	Name	Grade	Age	Rank	Grade 8 score
1	Shiferaw Chebso	9	16	1 st	90%
2	Worbe Selfawo	10	17	5 th	88%
3	Harmitu Sermisa	9	17	1 st	92%
4	Mohammed Bensa	10	15	1 st	94%
5	Nurdin Mustefa	9	15	2 nd	86%

Then the committee suggested to the non-governmental institution the name of Worbe Selfawo who was the daughter of one of the committee members. It also suggested the name Nurdin Mustefa who was the nephew of another committee member. The recruited students were employed in the institution and started work. But the president of the school's students' council argued strongly that the recruitment did not follow just procedures from the very beginning. On the basis of this, a new investigation committee was formed and it is undertaking an investigation.

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Activity 11

Answer the following questions based on the previous case:

1. Was corruption committed according to the passage?
2. If corruption was been committed, what type of corruption was it?
3. Who committed the corruption?
4. Who were the victims of the corruption?
5. What do you think the appropriate procedure would have been?

Corruption is a crime that can happen anywhere. It is the act of securing personal advantage or a particular group interest through the misuse of public power. Moreover, it includes the giving and taking of bribes, embezzlement, nepotism and others. These corrupt activities are illegal acts that may happen in governmental and non-governmental institutions.

One of the causes of corruption is the absence of clear rules and regulations. For example, if a given client is not informed about the rules and regulation of a particular office if he does not know where to go, he will be forced to get the service illegally through a bribe.

Nonetheless, sometimes even though there are clear rules and regulations, some public officials push the client to give a bribe either by deliberately delaying his case or by mistreating him.

Some other corrupting activities include the embezzlement of public property; using government vehicles given for work, for personal benefit; using stationery and other office material for personal interest; using office time for personal work (not being punctual), and using funds allotted for public service or contributed by the people for personal development. Particularly the latter is widely seen in governmental and non-governmental organizations.

We have noted earlier that nepotism is one form of corruption. Nepotism is a discriminatory practice in which a public official misuses power to give special advantage to his friends, relatives, and people related to him through marriage at the expense of others. This favouritism of relatives who do not legally deserve the advantage takes place for example in recruitment. In this case the corrupt person informs his relatives about employment interview questions beforehand. The result is that people who are unfit for a position are recruited.

Activity 12

Answer the following questions:

1. Mention activities which you think are corrupting.
2. In groups dramatize a case of corruption in one of the following public offices:
 - (a) Hospital
 - (b) School
 - (c) Electric Power Corporation District
 - (d) Kebele Office.

Summary

The rule of law is important for the development and security of a nation. For the rule of law, in turn, the constitution, which is the supreme law of the land, shall be respected. As it is the supreme of law of the land, the constitution is the basis for all other laws. A common binding federal constitution is essential for diversified societies under a federal state system. This is because it protects people's rights and privileges and allows their peaceful co-existence and tolerance.

The constitution of the Federal Democratic Republic of Ethiopia has practically proved this.

The life, property and security of individuals shall be equally protected and guaranteed without any discrimination. This is called the due process of law (legal protection).

Society expects young students to behave and act ethically. Some of the ethical (moral) behaviours expected from young people include love

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and respect for work, taking the lead in solving local problems, self-initiated environmental sanitation, cooperating with elders, helping the needy, being honest and loyal.

Public officials are persons appointed by the government or elected by the people in order to lead, administrate and work in public offices. Since these officials are decision makers, their power is limited by law. This is to prevent abuse of power.

A secret kept only among family members is called a family secret. If such a secret is exposed, it endangers the family or a member of that family.

Corruption is the violation of the rule of law. Power abuse, securing personal benefit, taking bribes, embezzlement, nepotism are all corrupt activities. Corruption can also be committed through making procedures vague, dealing with cases unnecessarily slowly, mistreatment of clients, exposing official secrets etc.

Key Words

<i>Federal constitution:</i>	A common binding constitution by which diversified societies under federal government live in mutual respect and tolerance, their rights and privileges being respected
<i>Legal protection:</i>	The equal protection and guarantee of life, property and security of individuals without any discrimination
<i>Public official:</i>	A person appointed by government or elected by the people in order to lead, administer and work in public offices
<i>Family secret:</i>	A secret that shall always be kept only among family members
<i>Governmental institutions:</i>	Government (public) offices established for public work using a government allotted budget
<i>Non-governmental institution:</i>	Non-profit making institutions, outside the control of government, which are established for the common good by donated funds
<i>Limited power:</i>	The legal restriction or sphere of power that states the extent of one's powers and responsibilities

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Regional constitutions shall never contradict the federal constitution.
2. If the power of public officials is legally limited there is no need for legal protection.
3. Public officials are persons appointed by government or elected by the people.

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II. Match words or phrases under column 'A' with correct items of column 'B'

- | A | B |
|--|-------------------------------------|
| 1. Arrested persons have the right to be informed about the charge against them in a language they can understand. | A. Children's right |
| 2. Legally limited power to lead and perform work. | B. The right of women |
| 3. The right for protection against forced labour that endangers ones health and well-being and prevents one from accessing education. | C. The right of arrested persons |
| 4. Receiving payment from an office through false receipts. | D. Limited power |
| 5. Laws, beliefs and traditions that discriminate against women and endanger their physical and mental well-being. | E. Corruption
F. Unlimited power |

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

- _____ is needed for the protection of the property and rights of citizens and for their peaceful movement from place to place.
- _____ is necessary for public officials not to act beyond the power legally given to them.
- _____, _____ and _____ are some examples of moral (ethical) behaviour that society expects from students.

IV. Choose the correct answer for the following questions

- Identify the correct order.
 - School Regulation → Federal Constitution → Regional Constitution → Regulation of Education Bureau
 - Regulation of Education Bureau → Regional Constitution → School Regulation → Federal Constitution
 - Federal Constitution → Regional Constitution → Regulation of Education Bureau → School Regulation
 - School Regulation → Regional Constitution → Regulation of Education Bureau → Federal Constitution.
- Which of the following is not a family secret?
 - The secret between a husband and a wife
 - The secret between a brother and a sister
 - The secret of a friend and your own private secret
 - The secret between a mother and a father.
- Which one is not ethically expected from students?
 - Involvement in local development
 - Helping youngsters
 - Working in groups to clear up the environment
 - Chatting while blocking the way of others.

V. Give short answers for the following questions

- Why do societies under a Federal system need a Federal constitution?
- Explain the relations between Federal and Regional constitutions.
- What is the importance of legally limiting the power of government official?
- How can we distinguish family secrets from those which are not?
- Mention two of the forms of corruption in public institutions.

UNIT 3

Equality

By the end of this unit, students will be able to:

- distinguish the right for equality and equity of the Ethiopian nations, nationalities and peoples.
- explain the right for equality and equity of physically impaired people.
- understand that men and women are equal under all circumstances.

3.1 The Right to Equality and Equity

- What are the advantages for the Ethiopian Nations, Nationalities and peoples to live together in equality?

The discussion between Furne and Heramo

The constitution of the Federal Democratic Republic of Ethiopia declared the equality of all citizens without any discrimination. On the other hand, there are proclamations which state that special support will be given for formerly disadvantaged groups of the society.

Two grade seven students named Furne and Heramo debated this issue as follows:

Heramo: That the constitution recognized the equality of all citizens. Hence, giving special support to some and denying others contradicts to this principle of the constitution.

Furne: Special support does not contradict the constitutional principle of the equality of all citizens. Because, regardless

of our enshrined equality, there is discrimination due to customary practices, gender, history and other causes. Thus, special support does not contradict the constitution. Rather it ensures the right for equality and equity in a practical way.

Activity 1

Answer the following questions based on the above discussion:

1. Do you support the arguments of Heramo or Furne? Explain your choice.
2. In different articles of the constitution it is enshrined that women, less-developed regions and physically impaired persons need special support. How do you see this in comparison with the right for equality?

The right for equality means the exercise of human rights without any pre-conditions. It also involves the respecting of individual and group democratic rights fully as enshrined in the constitution. The Federal constitution clearly states the human and democratic rights that must be respected for every citizen.

The entitlement of every citizen to the same rights, opportunities, privileges and protection is an indicator of the practice of the right for equity. Equal treatment of everyone before the law and equal opportunities to make use of the resources of the country are practical expressions of the right for equity. The FDRE constitution has declared the political, social and cultural rights of individuals and

Equality

groups as well as Nations, Nationalities and peoples in detail. This implies that the right to equity is guaranteed in the country.

Activity 2

Answer the following questions:

1. To what extent is the right to equality being exercised in your locality?
2. Read article 25 of the Ethiopian constitution carefully and explain what is meant by the right for equality?
3. Explain the importance of respecting the right for equity.

3.1.1 Equality of Nations, Nationalities and Peoples, and Manifestations of the Right for Equity



Picture 3.1. Ethiopian nations, nationalities and peoples

- What do you understand from picture 3.1?
- What is meant by “Ethiopia is a museum of peoples?”

The Hesse people

The *Hesse* people live in a given Zonal administration. They have their own culture, history, language etc. They are widely distributed in three woredas of the zone. The Hesse people requested the right to self-administration. They presented their request to the regional council through their representatives. One of the representatives called W/ro Hawade said “To bring fast development in our locality, we have to

be organized under our own zonal administration”. This is because we are living in federal democratic system. Moreover, we are given the right to self-administration by the constitution. But another member of the council put his opinion forward saying “Would not it be difficult for you to live with others if you established new zone? What if the people in your locality tried to attack you for some reasons?”

The other representative of the *Hesse* in the council, Ato Husen, made a counter argument saying “The right of nations and nationalities for self-administration is the peoples’ right. When this right of peoples at different levels is respected they cannot become enemies rather they prefer to live together in cooperation. Thus, we shall not fear that we may face enemies when we exercise our right for self-administration.”

Another representative of the *Hesse* people, Ato Bushkara, argued saying, “Right now our people are exercising the right to self-determination through their representatives. Our people are also governing themselves through councils at Kebele, Woreda, Zone, and Regional levels. Besides that they are represented in the Federal House of Federation. For example, if you take our Woreda, our own people administer it. There, it is the popularly elected Woreda Council that exercises the highest political power. However, the issue for our people today is just distribution of social services and other physical infrastructures. To bring fast development in our locality we need a just distribution of schools, human and animal health-care centres, telephone service etc. Moreover, we need a road that connects us to market centre’s. For these all to be effected, we need the placement of trained manpower in our locality. Besides, educational and training opportunities have to be opened for our children, who would serve as in our own language.”

After the debate the regional council and delegates of the Federal government, accepted the request of the *Hesse* people for the fair distribution of social services. Moreover, they believed that the peoples’ capacity to exercise self-government more effectively and efficiently should be encouraged.

Equality

Activity 3

Discuss the following questions based on the previous story:

1. What are the advantages of the right for self-administration of nations, nationalities and peoples for the *Hesse* people?
2. How was the request for the self-administration of the *Hesse* people enforced?
3. List the rights that must be respected to enable the *Hesse* people to live together in cooperation with other nations, nationalities and peoples.

The rights of nations, nationalities and peoples are major aspects of in the constitution. Among these rights, the right to self-administration including secession, is one. The nations, nationalities and peoples of Ethiopia established the federal state through their agreement on the importance of equality. To achieve this they have adopted the constitution as a common binding covenant.

In addition to self-administration, nations, nationalities and peoples are proportionally represented in the Federal House of Peoples representatives in the House of Federation. This is another manifestation of the right to self-determination and equality.

Activity 4

Answer the following questions:

1. What are the advantages of self-administration for nations, nationalities and peoples?
2. Explain how the rights of equality and equity of nations, nationalities and peoples are respected?

3.2 The Importance of Respecting the Equality of Language and Other Cultural Aspects of Nations, Nationalities and Peoples

- What do you think are the situations that could lead to chaos and instability in a country?

The languages, history and other cultural aspects of the nations, nationalities and peoples of Ethiopia were neglected during the previous regions of the country. As a result the development and peace of the country was seriously affected. Moreover, the identities of the peoples were degraded. Many citizens were made victims of violation of rights by the non-democratic regimes. The “**Red Terror**”— mass killing that took place during the Derg regime is a good example of this.

There are more than 80 nations, nationalities peoples, and languages in Ethiopia. According to the FDRE constitution all of them are equal. Equal respect for the rights of nations, nationalities and peoples and their languages is essential for sustainable peace and fast growth and development in a multi-lingual and multi-cultural society.

Activity 5

Answer the following questions:

1. List the advantages of respecting fully the rights of nations, nationalities and peoples.
2. What are the disadvantages of not respecting these rights?
3. In groups interview your history teacher or refer to books about the horrible mass killing of the **Red Terror** and explain the results to your classmate.

3.3 Gender Equality

3.3.1 The Women's Right to Equality



Picture 3.2. A man and a woman conducting research

- What do you understand from the above picture?

Equality

Once a panel discussion was conducted under the title “There are great women behind successful works”. The essence of the discussion was published in the newspaper Adis Zemen. The opinions of three speakers are briefly presented as follows:

Speaker 1: Women are causes for skills, talents of the world. Even though we get little publicity we women are behind every success. We have been walking with men. We are walking with them now.

Speaker 2: It is unquestionable that women have the capacity and potential to achieve great things. They have shown their successfulness at national and international levels. Especially nowadays, the ability of women is becoming more and more obvious. Policies and laws that have been enacted are narrowing the gap between men and women. In order to release their own capacity and potential women need to have vision. To develop this and change themselves, they need ways to enhance their skills.

Speaker 3: A great woman is modest and loyal. Who know her mission (vision) and is prepared to make sacrifices to achieve her objectives.

(Source: Adapted from Addis Zemen Megabit 13, 2000 page 13)

Activity 6

Answer the following questions:

1. How do you understand the statement “Women are the cause for skills, talents of this world”? Explain.
2. Do you think that successful development is possible without the equal participation of women? Explain your answer.
3. Can you give example of women who have done great things in your locality? Tell your classmates.

Women are equal with men in every respect. The Ethiopian constitution ensures this in marriage, family life, property utilization, job opportunities and other rights.

Women can work, create and lead just as a man can do.

Activity 7

Discuss the following questions:

1. What is your opinion regarding the statement that says women have equal mental capacity with men?
2. What is expected from every one of you regarding your attitude to women?

3.3.2 Examples of Equal Rights for Women

- Give some examples of equal rights for women.

The Abduction

A young man called Berhanu Gedeno residing in a given Woreda wanted to marry a beautiful girl in his locality. He sent elders to ask for her parents permission. The parents first showed readiness to accept the request, but later, when their daughter persuaded them that she would prefer to continue her education rather than to marry, they changed their minds. They made it clear to the elders that they did not accept the request. However, Berhanu ignored their decision and, with five of his friends, he abducted the girl. The case was followed up by the police and Berhanu and his collaborates were soon arrested. After carrying out their investigation the police transferred the case to the public prosecutor. The prosecutor accused Berhanu of the crime of abduction before the court. Then the court passed a sentence of 15 years imprisonment on Berhanu. It also punished his collaborators for being a part in the crime.

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Activity 8

Discuss the following questions based on the previous case:

1. What do you understand from the case?
2. Is the judgement against Berhanu appropriate? Why?
3. What kinds of advice could a civics and ethical education teacher give to a student who came to talk to her about the danger of abduction which she was facing?
4. What do you think should be done to answer that 'the right of women to education' are not be hindered by harmful customary practices?

In the past, many customary practices undermining the right for equality of women have prevailed in our country. Even though there have been some improvements, it must be understood that more effort is needed to solve the problem. Even today there are customary practices and procedures that undermine women, challenge their right to make their own decisions and leave them under domination. Therefore, it is the responsibility of all citizens to work for equal rights for women by protesting against backward outlooks and practices.

If you educate the women, you educate the whole society.

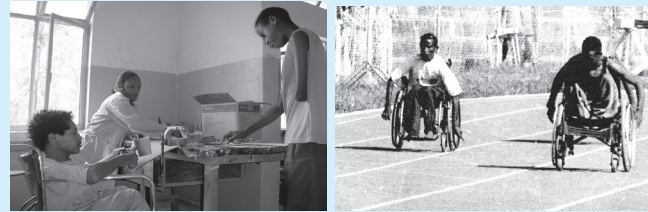
According to the Ethiopian constitution women have equal rights for marriage, owning property, getting equal payment for work and other rights. Also they have full right to be protected from, harmful customary practices, unfair laws and traditions.

Activity 9

Answer the following questions:

1. Describe the situations in which women are equal with men.
2. Mention harmful practices and proverbs with meanings which undermine women in your locality.
3. Explain what is expected of you to prevent harmful practices against women.

3.4 The Rights of the Disabled People



Picture 3.3. Disabled people engaged in different activities

- What do you understand from the above pictures?

Little Zula

Zula is a 12 years old boy who lives with his mother. He lost his father early in his childhood. His friends prefer to call him by his nick name "little Zula", which was given to him by his mother because of his small size.

When Zula was a grade one student, he was kidnapped by a passer by on his way home. Those who had kidnapped him blinded him and made him a beggar after taking him far away. He had to give the money he collected by begging in villages and at churches to his masters. Life became difficult for him, so, one day, he ran away from his masters and with the help of kind people, he returned to his mother's home. When they met, he found his mother sick with grief and living hand to mouth.

However, without being frustrated by the problems he faced and regardless of the miserable life of his mother, Zula decided to continue his education. However, the nearby school rejected his request for enrollment.

Zula communicated with a local NGO working on the rights of disabled people. The organization

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promised him that it would do its best for him so that he could be enrolled in the school. So, in collaboration with the local education office, the NGO arranged for him to be admitted to school. By facing all these challenges with determination, Zula today is continuing his education.

Activity 10

Answer the following questions based on the above story:

1. Explain the challenges that “little Zula” faced in his life and education.
2. How far do you think that the NGO, which helped Zula to continue his education, fulfilled its role?
3. Why do you think the school changed its decision not to enroll Zula?
4. How should you help disabled people in your locality?

The rights of disabled people must be respected like those of other citizens and they must be given enough special support. The government is expected to take care of disabled people, to rehabilitate and to help them, as much as possible. Disabled people whose rights are respected can then contribute to the development of nations.

3.4.1 The Impacts of not Respecting the Rights of Disabled People

- What are the impacts of not properly respecting the rights of disabled people?

Disabled people, like any other human beings, have full human dignity and can become productive in any aspect of life. Even though some social changes are taking place in our country, prejudice and discrimination against disabled people has not been fully eradicated.

Disabled people with low awareness associate with curses and evil fate. Therefore, disabled people are exposed to economic problems and social discrimination. Some of them are even mistreated

by their own families. For example, their families may deny them access to school and hide them at home.

Discriminating against disabled people and isolating them from social interaction has a negative effect on the family and the nation, because it wastes their potential. This in turn ignores a large productive force, slows national development, and causes poverty.

In general, failing to respect the right to work of disabled people results in complex problems for a country and its people. Thus, the family and society must give appropriate support to disabled people.

Activity 11

Answer the following questions:

1. What problems could result from not respecting the social and economic rights of disabled people?
2. Explain the types of support that should be given to disabled people.
3. What could be your role and responsibility in respecting the rights of disabled people?
4. Explain the advantages of respecting the rights of disabled people.

3.5 The Advantages of Respecting Religious Equality

- What are the advantages of respecting religious equality?

Respecting the right for religious equality in a country strengthens the democratic system, encourages peace and fast growth and development. When their right to follow a religion of their choice is respected, citizens become patriotic—their love and devotion to their country increases. They will make an unreserved effort for the development and well-being of their nation.

According to this right, every person has the right to preach and attract followers of his religion in a peaceful manner. Moreover, forced conversion

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(change of religion) is against the right to freedom of religion and against the constitutional principles of the country. This in turn endangers peaceful co-existence and confidence among the people.

Respecting the right for religious equality is important for the development and prosperity of a country. The equality of all religions before the law means peaceful co-existence, cooperation for common interest, unity on the basis of equality and the development of the common values of the society. The FDRE constitution states that every person can follow a religion of his choice, and it is forbidden to limit a person's religious freedom by force or by any other means. Nonetheless, Art-27(5) and Art-19 (2) state the situations under which freedom of religion can be limited. According to these articles freedom of religion can be limited when a religious practice is against public health or morality and when it is against the rights of other citizens.

Activity 12

Discuss the following questions:

1. What are the advantages of the freedom for everyone to follow a religion of his/her own choice?
2. Explain the situations under which the freedom of religion is limited according to the Ethiopian constitution.
3. What do you think about the statement which says that "Formal educational institutions shall be free from the influence of religious teaching"?
4. Mention the advantages of respecting the right of religious equality.
5. What problems could happen in situations where the right of religious equality is not respected?

Summary

The human and democratic rights of people shall be fully respected. Nations, nationalities and peoples will all have equal rights. When their rights are respected, they will get a fair share of the country's resources. The FDRE constitution establishes the rights for equality of nations, nationalities and peoples. Accordingly their right for self-administration including secession is fully respected. It is apparent that in past political systems some nations, nationalities and peoples were marginalized and undermined. But now, their equality in religion, culture, history and other manifestation is constitutionally recognized. This will have major significance for the development and prosperity of the nation.

Women are equal with men in all aspects of rights. Women are not lesser than men in their mental capacity. They can work, learn, and lead life in the same way as men do. Respecting the rights of women and struggling against backward and wrong attitudes is essential for the country and its generation.

Respecting the rights of disabled people is very advantageous, because, if their rights are respected, they can play as great a role in the development of their nation as any other person can do. Thus, the family, the society and the government should strengthen their care and support for disabled people.

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Key Words

Popular sovereignty:	This is the supremacy of the people in which they become the ultimate source of political power. According to the Ethiopian constitution, the Ethiopian Nations, Nationalities and Peoples are invested with popular sovereignty and ultimate political power resides in them
Vision:	Refers to one's life objective which one aims at and will strive to achieve as a goal
Judgment:	Legal or court decision
Master:	One who takes control over somebody in his/her residence and livelihood
Collaborator:	A person or persons who cooperate with someone in committing a crime

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. The Ethiopia FDRE constitution is one of the documents in which the right for equality is practically enshrined.
2. Among the rights for equality stated in the Ethiopian constitution, the rights of equality of nations, nationalities and peoples is the basic one.
3. Our country has been prosperous in the past because the cultures and languages of the peoples have been respected in the countries past history.
4. The role of women is less important than that of men in the development efforts of Ethiopia.
5. Mental and physical impairment is caused by evil fate or curse.

II. Match words or phrases under column 'A' with correct items of column 'B'

- | A | B |
|--------------------------------------|---|
| 1. The right for self-administration | A. Common responsibility of government and people |
| 2. The Red Terror | B. Harmful and backward practices |
| 3. Abduction and early marriage | C. Popular sovereignty |
| 4. Taking care of disabled people | D. Horrible mass killing of citizens (genocide) |
| | E. Minority rule |

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. Ethiopia is said to be _____ peoples.
2. _____ is the document in which the equality of all Ethiopians is recognized.

Equality

IV. Choose the correct answer for the following questions

1. Which one of the following is not the right to equality?
 - (a) Human rights
 - (b) Democratic rights in the constitution
 - (c) Equitable share of the nation's resource
 - (d) Superiority of one over the other.
2. Which one of the following is not included in the rights of nations, nationalities and peoples?
 - (a) Sovereign power of self-administration
 - (b) Fair representation in the House of Peoples Representatives and House of Federation
 - (c) Degrading and undermining other's culture and language
 - (d) Mutual co-existence, tolerance and unity.
3. Which of the following is an aspect of life that shows that women are equal with men?
 - (a) Marriage and family life
 - (b) Labour division and property utilization
 - (c) Transfer and inheritance of ownership
 - (d) All are correct.
4. Identify wrong statements about women's capacity and potential
 - (a) All great works are only done by men
 - (b) Women have equal capacity in decision-making and leadership with men
 - (c) They have the right to get equal payment for equal work
 - (d) Women are not lesser than men in their intellectual capacity.

V. Give short answers for the following questions

1. Explain the importance respecting the right for equality.
2. Explain what is meant by the statement, "There will be no development without the participation of women."
3. Explain how society must protect and care for disabled people.

UNIT 4

Justice

By the end of this unit, students will be able to:

- state the importance of just and non-discriminatory procedures for citizens.
- distinguish the judicial procedures of judicial institutions.
- discuss what is meant by fair distribution of social service institutions.

4.1 The Prevalence of Non-Discriminatory and Fair Procedures

- What is meant by fair procedures?
- Discuss with your classmates practices that are discriminatory.

Kebeles of Wonchite

Once, the kebeles of wonchite were respected by the people. They were considered as centres of art and culture and surplus production. Many elders of nearby localities have good memories about the kebeles of wonchite.

Unfortunately during in the last few decades the kebeles of wonchite have lost their former status as centers of culture and economy. They have been titled as the worst places for living. However, during the past two years, the kebeles have begun to experience a revival. The major reason for this revival is considered to be the public discussion and consultation forums, which were launched by the self-initiated efforts of the residents of few kebeles. In the forums, the people were able to identify the causes the weakening of the kebeles and their lack of peace.

Deep-rooted discriminatory practices and injustices were proved to be the causes of the aforementioned problems. The people also agreed to take action to tackle the problems so that they did not recur.

Working for the development of just procedures, from the family level to government institutions, was taken to be the major strategy for the encouragement of peace. In order to implement this strategy, a committee was formed from the elderly, the women, young people, government employees, the clergy and traditional tribal leaders. Among the major roles and responsibilities of the committee are: *Conducting forums of reconciliation and pardon, awareness raising about peace and justice, avoiding discrimination and fostering just procedures in family and community administration, land distribution, resource utilization etc.*

With the implementation of those plans, the condition of peace in wonchite kebeles has shown some improvement. Because of this the kebeles regained their position as centres for art and surplus production. The residents of the kebeles and also the neighbouring people started to benefit from the peace and stability that had been secured.

Activity 1

Answer the following questions based on the above case:

1. List the problems that caused the failure of the kebeles of wonchite.
2. List the actions taken by the residents of the kebeles to bring about non-discriminatory and just procedures. Which activity do you think was very important in this process?
3. Explain the advantages of non-discriminatory and just procedures at the national level.

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Non-discriminatory and just procedures have many manifestations. The way citizens are treated and the respect of their rights are its major manifestations. Just procedures prevail when public officials and government employees fulfill their responsibility earnestly and honestly and when they serve the society in a non-discriminatory way. In general, the prevalence of just and non-discriminatory procedure means that the society has learned to oppose discriminatory.

The following are the major advantages of the prevalence of non-discriminatory and just procedures.

- 1. It strengthens the process of building a democratic system:** The prevalence of non-discriminatory and just procedures strengthens the process of democratization by ensuring equal rights for all citizens. The concepts of democratization and non-discrimination are interrelated in many ways. A country is democratic when its government implements non-discriminatory and just procedures.
- 2. It helps to encourage lasting peace:** Non-discriminatory and just procedures make relations in the community healthy and sustainable. They prevent problems that could cause disputes and conflict in the community. They also make the citizens loyal to the law and prevent them from committing acts that harm others. In turn, they play a great role in encouraging lasting peace in that country.
- 3. It ensures fast development:** Non-discriminatory and just procedures ensure the right of citizens to be engaged in employment their choice and capacity. It also motivates citizens to contribute to the national development of their country.

Activity 2

Answer the following questions:

1. What is the contribution of non-discriminatory and just procedures to fast development?

2. Explain the interrelations between democratization and non-discriminatory, just procedures other than the ones mentioned in the above note.
3. Explain the interrelations between non-discriminatory, just procedures and peace.

4.2 Impacts of Discriminatory Procedures

- Mention the problems that you think may result from discriminatory procedures.

4.2.1 Discriminatory Procedures and their Consequences

Five nationalities lived in a country under the same administration. Even though they were under the same administration, they were not at peace with each other. Moreover, two of them were exposed to many forms of suppression and domination. They were also isolated in many ways.

These nationalities were considered as causes of natural and man-made disasters. For example, drought and epidemic were believed to be caused by their curses. So when such a disaster happened they faced serious hardship and suffering—burning of their houses, looting and even expulsion. Marriage and social life with them were considered as sin.

Even though such discrimination and suffering had gradually reduced, the nationalities continued to be isolated from political and economic participation. Infrastructures and social services were not established in their localities.

These two nationalities used to express their discontent in many ways. For example, they used to fire and cut down forests and in general they did not protect the environment. Moreover, they were also known for collaborating with foreign aggressors.

Recently, the opposition of these nationalities to the government increased and they began an armed struggle. The forceful measures taken to suppress

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their movements become fruitless. The deteriorating peace and security situation resulted in restrictions on the movement of people, the failure of commercial activity, and an economic crisis.

Activity 3

Answer the following questions based on the above case:

1. Identify statements in the passage that imply discriminatory procedures.
2. Do you think that the collaboration of the two nationalities with foreign aggressors was justified? Why? What do you think were their reasons for this?
3. Why is that the five nationalities lacked a sense of ownership and responsibility?

The following are major problems caused by discriminatory procedures:

- 1. Carelessness and Low Motivation for Work:** Discriminatory procedure at any level and in any place result in many problems. For example, weakened patriotism, carelessness for public property, reduced concern about the environment and the country are some of the consequences.
- 2. Chaos, Uprising and Insatiability:** Discriminatory procedures result in increased discontent with the government. This may

cause lawlessness and encourage revolt. This may also lead to the failure (dissolution) of the state.

Activity 4

Answer the following questions:

1. Explain what should be done to prevent discriminatory procedures in your locality and at the national level.
2. Mention impacts of discriminatory practices other than those given in your notes.

4.3 Social Service Institutions

4.3.1 Fair Distribution of Social Service Institutions

- Which institutions are considered as social service institutions?
- What is meant by the fair distribution of social service institution?

Woreda A and Woreda B

Woreda A and Woreda B are woredas of region Y. The two woredas are relatively similar in some aspects like topography, climate and population, but the difference between them is increasing. The reason for this is the unfair distribution of social service institution as shown in Table 4.1.

Table 4.1: Distributions of social services in Woreda A and Woreda B

Name of Woreda	Population size	Kebele offices	Schools	Health institutions	Agriculture institutions
Woreda A	80000	25	46	26	18
Woreda B	75000	12	14	10	2

Activity 5

Answer the following questions based on Table 4.1:

1. List the factors that you think cause such a gap in the distribution of social service institutions.
2. Discuss how the discriminatory distribution of social service institutions can be corrected.
3. List the impacts of an unbalanced distribution of social service institutions.

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Social institutions are considered to be the major essentials for the survival of a society. Therefore, for citizens to get appropriate services from these institutions, the distribution of the institutions must be just.

Fair distribution of social institutions means the balanced presence of the institutions at all places without any discrimination. In other words, the distribution should not be complete in some places while incomplete in the others. Services should not be in excess in some places while they are lacking in others.

In the past, the distribution of social institutions showed great inequalities between urban and rural areas and between regions. Nowadays, however, efforts are being made to create a fair distribution of social institutions. The success of the effort depends on the support and full participation of citizens.

Activity 6

Answer the following questions:

1. List some problems that you think will occur if the distribution of social institutions in a country is unbalanced.
2. Who is responsible for the correction of unfair distribution of social services?

4.4 Judicial Institutions at Different Levels

4.4.1 The Importance of Fair Procedures in Local Judicial Bodies

- List the names of judicial institutions in your localities.
- Why are fair procedures important in these institutions?

The importance of traditional judicial bodies

Every society has its own judicial institutions. These institutions are classified as either modern

or traditional. In our country, there are many nations, nationalities or peoples which have their own institutions for ensuring justice and conflict resolution.

These institutions play an important role in resolving violations of rights and in keeping peace and security. Even though their names differ from place to place, the institutions serve their communities by giving justice according to the culture and norm of the respective society. The acceptance of such traditional judicial bodies is now increasing. This is because giving justice to a society through the local judicial bodies which has its importance.



Picture 4.1. Traditional justice institution on task

However, it is important to modernize the judicial procedures of these institutions to make them complement the modern judicial institutions. For example, some traditional judicial institutions are influenced by gender stereotypes and they do not make fair judgements for violated women. In their procedures they may show also bias in favour of people who have wealth and power or social acceptance.

Activity 7

Answer the following questions:

1. List the traditional judicial bodies in your society.
2. Identify the strengths and weaknesses of these traditional institutions and report them to your class.

The judicial institutions in our country are of two types. These are:

1. **Traditional Judicial Institutions:** These are local, judicial institutions that play the role of reconciling differences, keeping peace

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and resolving violations. Examples of such institutions include local elders, Idir, family councils and religious leaders.

2. **Modern Judicial Institutions:** These are government-established judicial institutions. They are given legal responsibility for the peace and security of the society. Examples of these institutions include police stations, and Kebele offices.

Case one: Some residents of a kebele constructed a water reservoir with a large capacity. They built it to solve the water shortage that occurred in the locality. When the reservoir came into service, those who were involved in the construction felt strongly that those who were not involved in the construction should not be allowed to use it. This created discontent and hatred between the two groups and fear among the residents of the kebele and neighbouring kebeles.

Case two: Ato Kebede stole a significant amount of money from the bank. He was accused and the task of collecting evidence began. A warrant (court order) was also written for his arrest. After a long time he was arrested and brought before the court. The court found him guilty and sentenced him to 20 years corrective detention.

Activity 8

Answer the following questions based on the above cases:

1. Which judicial institutions do you think are appropriate to each of the above cases? Why?
2. Identify the judicial institutions that could be involved in dispensing justice in the above cases. Describe their responsibilities.
3. List the advantages of resolving the above cases.

The following are some of the advantages of local judicial institutions:

1. **Impartial tribunal/judgement:** Passing fair decisions on judicial issues is the major function of judicial institutions. This is possible only if there is an impartial judgement based on law and on the moral values of judges.
2. **Ensuring sustainable peace and fast development:** Just procedures are the means by which we can ensure the right to equality, avoid violation, encourage peace and security, protect life and property, encourage active participation in development, avoid embezzlement and wastage, and expand the infrastructure and social institutions.

Activity 9

Answer the following questions:

1. What are the advantages of establishing judicial institutions at each level?
2. List the factors that may hinder judicial institutions from following just procedures.

4.5 Measures to be Taken When There are Human Rights Violations and Injustice

4.5.1 Measures to Protect Human Rights and to Ensure Justice

- What measures do you think should be taken when there are human rights violations and injustice?

The role of citizens in the respect of human rights and of justice

Rights may be violated in different places, at different times, and for different reasons. The establishment of judicial institutions at different levels and the existence of laws and rules is not enough to ensure that justice prevails. There are many roles which are expected of citizens. Every citizen must respect the rights of others as they want their own rights to be respected. In this respect, it is good to remember

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the proverb which says “Do for others just what you want them to do for you”.

Citizens have to understand that they have the right to bring their cases before the court if their rights are violated. This can be done in two ways. The first is by bringing cases of violation of rights against oneself before the court. Because, if they do not inform the appropriate judicial institution about the violation of their rights by governmental institution, officials or other individuals, they cannot get solutions. The second is by bringing cases of violation of rights and injustice against other persons to the appropriate judicial body.

Activity 10

Answer the following questions based on the above information:

1. Identify the responsibilities of citizens for the prevalence of justice.
2. Explain what you could personally do for justice to be respected.

Taking the following measures is important when there is injustice or where rights are violated.

- 1. Exercising the right to protect one’s rights:** Every citizen has the freedom to resist unjust procedures and violation against him or her. This right also includes informing the concerned body about the violator of rights or injustice (*i.e.*, to bring ones cases before the court) and the right to request correction and compensation. If one does not protect one’s own rights, one cannot expect others to do so.
- 2. Accusation:** If their rights are not protected by their own efforts and by the efforts of others, citizens have the right to accusation. This is the right to present cases before a judicial body such as local (traditional) judicial institutions or governmental (modern) judicial institutions. However, the type and level of judicial institutions, where cases are presented differ depending on the case. Before bringing all cases to higher governmental judicial

institutions it is better to attempt to resolve them at the local level.

- 3. Exercising the right to appeal:** It is usually good to appeal to a higher judicial body when one is not satisfied by the decision of a lower judicial body. This is called the right to appeal. For example, one who is not satisfied by a Woreda court can bring the case before the next (zonal) court. However, it is not only a convicted person who can appeal; an accuser can also appeal when he/she believes that the decision of a lower court has not properly compensated him/her. The higher judicial body may approve, partially modify or completely cancel the previous decision.

Activity 11

Discuss the following questions:

1. Why do people exercise the right to appeal?
2. Present a group report of your observations and interviews at local judicial bodies about the importance of the procedure of appeal.

4.6 Taxation

4.6.1 The Rights and Responsibilities of Tax Payers

- List the advantages and importance of taxation.
- What are the rights and responsibilities of tax payers?



Picture 4.2. Every citizen is required to pay tax

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The residents of Abaya Kebele held a public forum about tax collection. Delegates from the custom (tax) office called w/t Buro and Ato Selfago made a brief explanation to the delegates at the forum. The discussion is summarized as follows:

Ato Selfago: “Good morning! In the previous session, we discussed about taxation and its importance. The practice of taxation is historical in our country. Since ancient times, citizens have paid a portion of their income to their governments according to the law. With the passage of time, taxation started to be understood as a contribution to growth, development and prosperity. Therefore, every one of us is required to pay tax on time”. He added that the day’s discussion was about the rights and duties of tax payers.

Participant: “I have understood the explanation that has already been given, but, what are the responsibilities and rights of tax payers in the process of taxation”. For this and other related questions w/t Buro gave her explanation as follows:

A. Responsibilities of Tax payers: The responsibilities of tax payers include:

- Understanding that taxation is a responsibility and paying taxes willingly and immediately.
- Providing of information for tax collectors honestly.
- Not buying or selling untaxed commodities and refraining from activities that hinder taxation.

B. The Rights of Tax payers: Tax payers have the right to:

- inquire about the amount of tax imposed and to appeal if necessary

- equal access to social service institutions
- know the purpose for which the collected tax is used.

C. Responsibilities of the society: The responsibilities of the society include:

- Paying tax properly and providing sufficient information.
- Not buying or selling untaxed and illegal commodities.
- Opposing and exposing those engaged in illegal trade, who cheat and not pay tax for tax collection.

Accordingly the residents of the Kebele increased their awareness that taxation is the basis for the development of the country and the society. Hence, they became committed tax payers and were rewarded for their good deeds.

Group Work

1. “The government makes its citizens beneficiaries by investing the tax that it collects from the people in public services”. Do you agree with this statement? How? Discuss in your group and report to your class.
2. Interview people about the case below and answer the questions that follow it.
 - (A) Is the comment of the concerned professionals correct? Why?
 - (B) Should the level of government services provided vary from person to person depending on the amount of tax payed? Why? Explain your answer.

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Summary

Discriminatory procedures have adverse effects on peace and development. Non-discriminatory procedures are the bases for the development of a democratic system, sustainable peace and fast economic development. They also create a fair distribution of social institutions. Strengthening the justice of judicial institutions at different levels creates sustainable peace in society. Moreover,

for the prevalence of just and non-discriminatory procedures, citizens have to follow the proper legal channels to protect justice. Citizens in just system know why and to whom tax is paid. They fulfill their responsibilities by paying tax properly and by contributing to the growth and development of their country.

Key Words

<i>Tax:</i>	The money collected from different employment activities in the form of contributions to the government
<i>Subsidy:</i>	Financial support to fill a budgetary gap
<i>Forum:</i>	A meeting attended by many people
<i>Appeal:</i>	A means of expressing dissatisfaction about a decision or action
<i>Fast development:</i>	Different activities that improve the lives of the people and allow the rapid improvement development of the country
<i>Obedience to law:</i>	Acceptance of rules, regulations and procedures by the people

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Making a fair distribution of social institutions is impossible.
2. The distribution of social institutions in our country in the past was unfair.
3. The problems that result from discriminatory procedures are not very harmful.
4. Paying tax is the duty of citizens.

II. Match words or phrases under column 'A' with correct items of column 'B'

A	B
1. Lack of motivation	A. Paying tax on time
2. Duties of tax payers	B. Taxation
3. Expressing discontent about the judgement of a court	C. Appeal
4. The basis of development	D. Absence of justice
5. Supreme judicial body	E. Kebele
	F. Supreme court

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III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. _____ and _____ are the two ways of respecting the rights of citizens.
2. The distribution of social institutions in a country should be _____.
3. Judicial institutions in a society are classified into _____ and _____.

IV. Choose the correct answer for the following questions

1. The fairness of social institutions manifested
 - (a) By balancing their distribution
 - (b) By protecting the right to receive equal services
 - (c) By giving priority to officials and the rich
 - (d) Both (a) and (b).
2. Which of the following is not the way that citizens should act for justice to be respected?
 - (a) Accusation
 - (b) Appeal
 - (c) Use of force
 - (d) Discussion.
3. Judicial decision making is not the primary role for which one of the following?
 - (a) Kebele
 - (b) Police station
 - (c) Court
 - (d) School.
4. What is the advantage of establishing judicial institutions at all levels?
 - (a) Saves money and energy
 - (b) Saves time
 - (c) Gives easy access to justice
 - (d) All are correct answers.
5. Which one of the following is not a reason to prevent discriminatory practices?
 - (a) Lack of motivation
 - (b) Prevalence of peace and stability
 - (c) Hopelessness
 - (d) Weak interpersonal relation.

V. Give short answers for the following questions

1. Explain your opinions about the responsibilities of citizens for the prevalence of non-discriminatory and just procedures.
2. Explain the impacts of discriminatory procedures in the following places:
 - (a) Schools
 - (b) Family
 - (c) Kebele
 - (d) Courts.

UNIT 5

Patriotism

By the end of this unit, students will be able to:

- develop a modern patriotic idea in relation to the preservation of history and culture of the country.
- identify harmful traditional practices that harm the well-being of the society.

5.1 Patriotism

5.1.1 Manifestations of Modern Patriotism

- Mention some of the manifestations of patriotism.

History of a country

Grade 7 students of Ethiopia Tikdem Primary School invited a historian to give them an explanation of about the history of their country. The topic given to the historian for explanation was “Developing Modern Patriotism”. At the end of his explanation, the students raised different questions:

Question 1: How can we classify patriotism into modern and traditional types?

Answer: This question is a basic question. Patriotism in previous regimes did not focus on the culture, language, history and belief of peoples. Rather it was related to the topography of the country, the rivers, mountains, plants etc. Modern patriotism is aimed at correcting the one-dimensional traditional patriotism and developing a patriotic feeling that focuses on nations, nationalities and peoples.

Question 2: How can every citizen show modern patriotism in practice?

Answer: Modern patriotism begins from love and respect for the family. Furthermore, knowledge and respect for local and national history is another aspect of modern patriotism expected from every citizen. The history of a country is the history of its nations, nationalities and peoples. One who respects his own history respects other’s language, culture and history. Modern patriotism is also manifested when every citizen participates in activities which are useful and exemplary to the society.

Question 3: How can we correct the previously biased history of our peoples?

Answer: In the writing of history leaders of previous regimes used to prioritize their personal fame, honour and power, but not the people. In the monarchial period, the people were not sources of political power, as political power is gained through a blood relationship to the ruling class. The military regime that replaced the monarchy also did not give attention to the history of ordinary people but focused on features such as the soil, rivers, mountains. Therefore, history books written during these periods were not focused on the people’s history. The lack of focus on peoples’ history was not only a problem of written history, but it was also seen in oral history. The writing of history will be corrected by focusing on the true history of the people in the new process of building a democratic system. This in turn inculcates modern patriotism, among the people.

Patriotism

Activity 1

Answer the following questions based on the previous explanation:

1. What are the manifestations of modern patriotism?
2. How can unbiased histories of nations, nationalities and peoples be written?

Some of the manifestations of modern patriotism are—obedience to laws and regulations; respecting the rights of others; discharging ones responsibilities and doing exemplary deeds. Nations, nationalities, and peoples have their own languages, cultures, histories, religions and psychological makeup. The history of leaders or ruling parties does not have to dominate that of the people. Biased written or spoken histories do not have to be tolerated. Openly criticizing such a history and re-writing with the support of empirical evidence is expected from every patriotic citizen. This is one of the manifestations of modern patriotism.

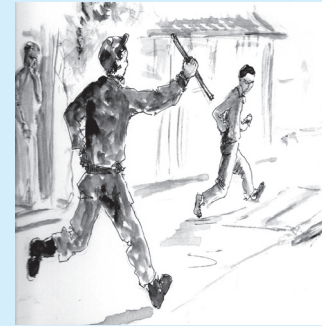
Activity 2

Answer the following questions:

1. What basic issues have to be considered in patriotism?
2. What is expected from us as patriotic citizens when we face biased history orally or in writing?

5.2 Destructive and Harmful Practices

5.2.1 Destructive and Harmful Practices in our Locality



Picture 5.1. Patriotic citizens oppose harmful destructive practices

- What do you notice from the pictures?
- Are there any youths in your locality who commit activities such as those in pictures?

“Awchachigne” (Exposing the criminal)

There were three thieves in a village. They committed many crimes such as robbing houses and public transport buses, destruction of local and public properties and rape. They committed serious crime against a national resource by stealing buried water pipes and electricity and telephone wires.

The residents of the locality who were tired of the activities of the thieves secretly decided to expose them. They promised one another to keep this secret plan and punish whoever exposed it. The attendance of the thieves in the meeting when the case was to be heard was controversial. Some of the residents suggested that if they expose the thieves in their presence, they will attack who exposed them, so the accusations should be made in their absence. Other residents however, were determined to expose the thieves in their presence saying that if they confessed publicly and decided to lead a peaceful life they could be pardoned. However, if they decided to continue in their theft, they would be passed on to legal bodies.

Still others argued that there should be no negotiation and compromise with such thieves who have been destroying public property and robbing the people. Therefore, they should be present in the meeting, their acts should be exposed publicly and they should be handed over to the legal authorities.

Patriotism

Activity 3

Answer the following questions based on the previous case:

1. How does the theft of public property harm the community and government?
2. Discuss the alternatives presented by the attendants in group. Which alternatives to expose the thieves are better? Explain your answer.
3. What could be the result of carelessly watching the destruction of public property by others with the assumption, “this is not my concern?” Discuss in groups.

Opposing and avoiding destructive and harmful practices in our locality is expected from every one of us. Since public properties serve the community as a whole, their destruction is harmful to all of us.

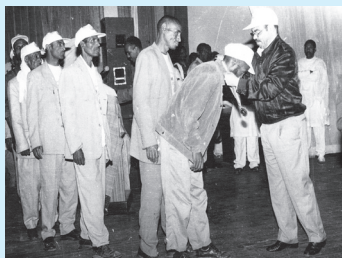
Activity 4

Answer the following questions:

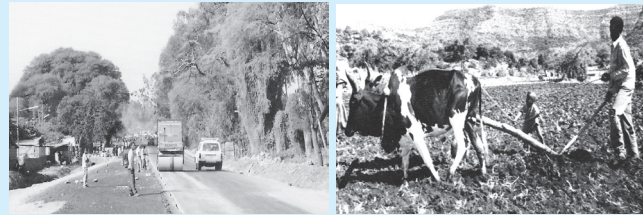
1. How can we create an environment free from destructive and harmful practices? Discuss in groups.
2. Write a short essay under the heading “My Responsibility in tackling Destructive and Harmful Practices in my Locality.” Report it to your classmates.

5.3 Policies and Strategies of Development

5.3.1 The Role of Development Policies and Strategies in Combating Poverty



Picture 5.2. Hard workers are rewarded



Picture 5.3. Hard work eradicates poverty

- What message do both the above pictures convey?
- What are the manifestations of poverty in a country?

The youth of Addis village

The 30 youths of Addis village did not have jobs for many years. They reached a common agreement to use the opportunity created by the government and end their idleness. They formed a cooperative association under the name “*Imibi le Dehinet*” (No to poverty). They started work with the money they borrowed from a local micro-finance organization. The members of the association were divided into three groups. The first group was engaged in getting commissions for collecting the monthly payments for the electricity, water supply and telephone services of every resident.

The second group generated income in the form of service payment for the removal of solid waste from every residence.

The third group was involved in cleaning and guarding services at the market centre.

Achieving great success in a short time, the association of “*Imibi le Dihenet*” was rewarded by three institutions and by their local kebele office. These all brought improvement in the lives of the members.

Activity 5

Answer the following questions based on the above story:

1. What could be the result if the youths were to retain their old life-style?
2. Are there any youths in your locality involved in the activities mentioned in the case studies above?

Patriotism

3. It is usual to listen to the complaints of many youths about unemployment. What would be your advice if you faced such a youth? Discuss in groups.

Ethiopia is one of the poorest countries in the world. Creating a patriotic generation who believe in work is essential to get rid of poverty once and for all. The government is making an effort to change the poverty image of the country by implementing various policies and strategies. As a result the economic growth of the country has improved particularly during the past few years. The success achieved in the agricultural sector is exemplary. Farmers and investors, who were successful in various economic activities, were awarded.

It is the responsibility of every citizen who claims to be patriotic to play his or her part in the eradication of poverty once and for all. For this, one has to examine development policies and strategies of the country and suggest improvements.

Activity 6

Answer the following questions:

1. List some major development policies and strategies in Ethiopia and discuss their tangible outcomes in groups.
2. What is expected of every citizen to eradicate poverty from Ethiopia?

5.3.2 The Role of Voluntary-Service in the Eradication of Communal Problems

- What are considered as communal problems?

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Activity 7

Answer the following questions based on the poem:

1. What is the message of the poem?
2. What voluntary services did the character in the poem promise to provide?
3. If you belong to any Voluntary Service Club in your school to which you belong, discuss its service. What are its strengths and weaknesses?

The development policies and strategies of the government need to be supported by the voluntary service of citizens. Society's problems cannot be resolved by the efforts of the government alone. They need the voluntary participation of the people, giving their knowledge, money and time for common development. For example, if there is an accidental fire in a village, the villagers should not wait for the fire brigade. They should make their own effort to control and extinguish the fire. Moreover, they should provide emergency relief assistance to the victims until rehabilitation is possible.

Waiting only for government support will not solve common problems. Society itself must also make a cooperative effort. Voluntary service is expected from every individual. Cooperation with local voluntary service associations, such as the Red Cross society make render this service effective.

Activity 8

Answer the following questions:

1. List voluntary service institutions in your locality.
2. Have you ever participated in the voluntary services of your locality? If not, why not? Discuss.

5.4 Citizenship

5.4.1 Rights and Duties of Citizens

"Ask what you have done for your country, not only what your country has done for you."

(John F. Kennedy President of America)

- What do you understand from the quotation?

Patriotism

Comments from/to participants

Chuol, Fulaso, Zinash and Kusito are members of the Civics and Ethical Education Club. Two days ago, they held a debate on the topic “The Rights and Duties of Citizens”. They are reading comments sent to them from participants. A comment from one student reads “. . . I enjoyed the debate. I believe that we have to fulfill our citizenship responsibilities not only during normal situations, but also during when the country is in difficulty. Every citizen has not only to claim their rights but also to fulfill their responsibilities. For example, we have to cooperate to alleviate the problems occurring in our locality. Thank you!”

The second comment reads “Yesterday’s debate was hot and encouraging, but I think that there are many points which the debaters did not raise. I believe that we all are responsible for the exposure of those who become prosperous illegally”.

The third comment is as follows “We usually tend to condemn someone who does not fulfill his/her responsibilities, but we do not seem to show appreciation for those who fulfill them. Why is this? Thanks”.

The organizers of the debate agreed to come up with the summary of these and other comments from participants in the next debate session.

Activity 9

Discuss the following questions based on the above passage:

1. As it is said in the first comment, is it only during normal situations that we have to fulfill our responsibilities?
2. Is it appropriate for some to obey the law and fulfill their responsibilities while others become illegally successful? What is expected of a citizen when an illegal act is committed? Discuss.
3. Discuss in groups how a person has to be appreciated when he fulfills his responsibilities and how he has to be corrected if he does not.

There are human rights that have to be respected for every citizen. For example, all citizens have the right to live freely in their country. No citizen shall be accused illegally. Freedom of religion and thought has also to be respected for every citizen.

Meanwhile, in the democratic system that our country is following, the democratic and human rights of citizens are respected. For example, the rights for freedom of expression, peaceful assembly, holding demonstrations, petition and popular sovereignty and self-administration are some of the democratic rights constitutionally granted in Ethiopia.

Every citizen must fulfill his/her responsibilities to see that his/her human and democratic rights are respected. Besides, every citizen must respect the rights of others as he/she claims his/her own rights must be respected. For example, as a child depends on his parents or caretakers to fulfill his basic needs, he or she has to fulfill the responsibilities given to him/her in the family.

Every citizen must take part in the social affairs of his locality while enjoying his rights. Other responsibilities include protecting common property and fulfilling what the country expects from him/her. On the other hand, citizens have the right to demand government funds for the implementation of local development projects, to which they contribute their part. For example, it is the responsibility of every citizen to cooperate with local security forces to insure the sustainable peace and security of their locality.

Activity 10

Answer the following questions:

1. What would happen if citizens did not fulfill their responsibilities and only focused on their rights?
2. List at least three points that you consider are your citizenship rights and duties.

Patriotism

5.5 National Flag

5.5.1 The Historical Development of the Ethiopian National Flag



Picture 5.4. Ethiopian National Flag

- What do you understand from the above picture?

Kumera Afincho and Ababa Goda

Ababa Goda is well-known in the village of Darba for his wise words and knowledge of history. The families of Kumera Afincho and Ababa Goda are neighbours. Hence, Kumera Afincho often has the chance to talk with him. Their discussion about the national flag goes as follows:

Kumera Afincho: Has the colours of our flag been historically green, yellow and red as they are now?

Ababa Goda: The green, yellow and red colours of the flag have a long history. But the colours and their arrangement have been changed at different times in history.

Kumera Afincho: Was it only the colour that changed or was it also the emblem?

Ababa Goda: The emblem has also been changed. Just to give recent examples, during the regime of Haile Sellassie I, the emblem on the flag was a lion holding the flag on its shoulder. The implication of the emblem was that the power of Ethiopian Kings descended from the blood line of King Solomon of Israel. During the Derg regime, the lion emblem

was replaced by an emblem symbolizing socialist ideology. After the downfall of the Derg regime, EPRDF took power and adopted a new national emblem. This is the emblem of the star reflecting the equality of nations, nationalities and peoples.

Kumera Afincho: Thank you for your explanation Ababa Goda.

Ababa Goda: You are welcome. If you want additional information, you can ask your Civics and Ethical Education teacher.

Activity 11

Answer the following questions:

1. What do you understand from the discussion between Kumera Afincho and Ababa Goda?
2. Why do you think the emblems and colours of the flag have been changed in different times in history?
3. Discuss the possible reasons why the flag and emblem are inseparable.

The mosaic colours of our flag—the green, yellow and red were not the only colours of the flag in history. Different Ethiopian rulers used flags with different colours. For example, the flag during the reign of Emperor Tewodros II was Red, White and Blue. Whereas, during Emperor Yohannis IV the colours became Green, Yellow and Red.

After the coronation of Menelik II, in 1889 the above colours continued to be the colours of the flag even though their arrangement differed at different times. During Empress Zewditu's reign the green, yellow and red national flag was widely used. Emperor Haile Sellassie was the first to legally establish the mosaic colours of the flag and their arrangement in 1930.

The above mentioned kings had an emblem that reflects the "*MoāAnbesa Ze Imnegade Yihuda*" /The Winning Lion of Judah/. This reflects their blood line or lineage. During the role of the Derg the

Patriotism

colours continued as they were but the emblem was replaced by an emblem reflecting socialist ideology.

In our democratic system today, though the colours continue as they were, a star made of equal lines and rays of light is adopted as the national emblem. This is to reflect the equality of nations, nationalities and peoples, their unity in diversity and their bright future.

Activity 12

Discuss the following questions:

1. Discuss with your teacher the changes that have been made to the national emblem from Haile Sellassie time to present.
2. What would be your answer to someone who claims that the Ethiopian flag has been green, yellow and red since ancient times?

Summary

Modern patriotism mainly focuses on the culture and history of nations, nationalities and peoples. Moreover, one's love of the country and its people is expressed in loyalty to the law. We have to respect the rights of others if we want our own to be respected. Every citizen is expected to fulfill responsibilities, to perform exemplary deeds, to know and correct the history and culture of the peoples and the country.

Modern patriotism begins with being informed about our own locality and protecting and wisely using public properties. Besides, even though the policies and strategies of the country have an important role in combating poverty, they will not be successful without the voluntary service of citizens. Citizens need to know their rights and responsibilities.

Key Words

- Policy and strategy:** A plan of action, law and rule set by the government for the fulfillment of a certain purpose
- Awchachigne:** A traditional system of detecting criminals the community
- Voluntary service:** An activity that one does willingly, with self-motivation without payment
- Sovereign state:** An independent state whose territorial integrity is internationally recognized

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Every citizen should ensure that the history of our nations, nationalities and peoples is not to a biased one.
2. In order to obey to the law every citizen must have legal education.
3. Before we claim our rights we have to fulfill our responsibilities.
4. Our national flag is the witness to for our independence and long history.
5. Every citizen has to perform exemplary deeds for the community as far as his knowledge and abilities let him.
6. Correcting biased history is only the responsibility of historians.

Patriotism

II. Match words or phrases under column 'A' with correct items of column 'B'

A

1. Freedom of expression
2. Knowing rights and duties
3. Development policies and strategies
4. A manifestation of honesty
5. Being addicted to narcotic drugs
6. Destroying the national image
7. Protecting public property

B

- A. Keeping a secret
- B. Harmful practice
- C. Destructive practice
- D. Exemplary deed
- E. Mechanisms for combating poverty
- F. Democratic rights
- G. Responsibility of citizens
- H. Moral obligation

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. For the eradication of poverty, every citizen has to contribute his/her part to the implementation _____ and _____ of the government.
2. _____ is an activity that one does willingly and with self-motivation, without payment.

IV. Choose the correct answer for the following questions

1. Manifestations of modern patriotism are:
(a) Distinguishing biased history from unbiased history
(b) Obedience to the law
(c) Performing exemplary deeds
(d) All of the above.
2. Preventing destructive and harmful practices is:
(a) The individual responsibility of every citizen
(b) The common responsibility of the public
(c) The responsibility of law enforcement increasing officers
(d) All of the above.
3. Policies and strategies for the development of the country
(a) Can be effected only with the effort of the government
(b) Will produce results simply because they exist
(c) Must not be amended
(d) Need the common effort of citizens and the government to ensure successful implementation.
4. Rights and Responsibilities of citizens:
(a) Is enshrined in the constitution
(b) Shall be practically tested
(c) Must be made clear to all
(d) All of the above.

V. Give short answers for the following questions

1. Explain the problems that could result from the mishandling of public property. Support your explanation with examples.
2. How can voluntary service help the implementation of development projects?

UNIT 6

Responsibility

By the end of this unit, students will be able to:

- identify different types and levels of responsibility.
- understand your responsibility to preserve natural and historical heritages.
- describe how you can protect yourself from HIV/AIDS.

6.1 Fulfilling Responsibility

6.1.1 Types and Levels of Responsibility



Picture 6.1. Traditional environmental hygiene day

- What do you understand from the photograph?

Memory

I used to work at the Customs Authority. Once an Italian named Baratolo came and asked me to erase his 30 million birr taxation debt. In return, he promised to give me 3 million birr with a lorry and a villa. I insisted that tax is the basis of our country's development and that no exemption could be made for him. This is because the law of the country has to be applied to everyone.

Later he sent to me a certain official as a mediator. I said to him "Is it right to sell our country?" He replied to me saying "You may stick to your principles, but the government will finally throw you away like a garbage". I responded angrily to him saying "That does not matter, the blessing of my country is enough for me".

The case became so serious that the Italian contacted the princess Tenagne Worq. She advised him to pretend to be ill and to take a bed at a hospital and she promised him that she would make the Emperor to visit him. When the Emperor visited him, he asked the Italian whether he had been hurt in a car accident. The Italian responded saying "No your majesty I have been injured, not in a car accident, but by the Custom Authority." The Emperor replied "Leave the case to us." In the middle of the year, I received a letter entitled "top secret". The letter informed, "The accumulated taxation debt of Baratolo is erased."

The Emperor was deposed on September 10, 1974. When I went to the office I met Baratolo. He asked me if I had received a letter. I said that I had not and consulted an official of the Ministry of Finance who loves his country. When I shared with him what annoyed me, he supported my stand and the Italian was accused. After a long judicial process the court decided that the Italian must pay all his accumulated tax debt.

(Source: Gebi Le Limat Megazin Volume 4 No 4)

Activity 1

Answer the following questions:

1. What does the refusal of the official to receive a bribe from the Italian show as?
2. What is the lesson of this story for a citizen who works for the development and prosperity of his country?
3. Explain the impacts of bribery on common interests.

Responsibility

The basic goal of fulfilling our responsibilities is national development. Work is the basis for peace and development in social life. It is a citizenship responsibility to shoulder work and to accomplish it successfully. Shouldering (accepting) responsibility shows that one is determined to accomplish a certain task. Fulfilling a responsibility shows that one has successfully completed a task.

Responsibility is something to be accepted individually and collectively. Individual responsibility is the responsibility of every person to fulfill his/her duties alone. It is a moral and legal duty expected of every person according to his/her age, ability and position. If the person fails to discharge this responsibility, he harms himself, society and the country.

On the other hand, collective responsibility refers to the actions taken by members of a group or society for the common good. For example, defending the sovereignty of the country, wise use and protection of public property, combating terrorism and preventing crimes etc., are both individual and collective responsibilities.

As stated earlier, responsibility varies according to the type of profession, the level of education. For example, the development and survival of the country is the concern of every citizen. However, in making national plans and testing that whether the laws are properly implemented, the prime minister of the country is more responsible. Similarly, a doctor is professionally and morally more responsible than a nurse in the treatment of a patient. For the smooth flow of the teaching and learning process, the school director is more responsible than the administrative secretary of the school. Nonetheless, all the various positions and types of tasks are essential for success in a given field of activity.

Activity 2

Answer the following questions:

1. What is responsibility?
2. What is the type of responsibility required in communally accomplishing tasks for the common good?

3. What is the difference between fulfilling and accepting responsibility?

6.2 Promise

- What is a promise?

The treasure of promise

In Ethiopia, September is the beginning of new year. Schools will be opened and will start working to their full potential. The beginning of the school day is special at Ligaba School. Students of higher grades give lightening torch to those of lower grades. The tasks to be done by each grade in the academic year are assigned by the school's administration and students' council.

The tasks to be done by each grade are assigned as follows:

Grade 7: Keeping the school compound clean throughout the year.

Grade 8: Taking care of the school garden.

Grade 9: Supervision of water and toilet usage.

Grade 10: Generating income for the Red Cross Society and Voluntary Service Clubs (from vegetable farming, sports competitions and drama).

Grade 11: Fencing and painting the school's sports field, refreshment sites, flag ceremony areas and pathways.

Grade 12: Repairing old desks with carpenter, binding old books and planting and caring for memorial trees throughout the year.

All grades promise to accomplish their respective tasks. Along with the teaching and learning process, peaceful competition and activity continues from September onwards as students work on their prescribed tasks. The grade that fulfills its promise most successfully will finally be awarded a cup and a shield.

The environment at Ligaba School is clean and comfortable because the compound is kept neat and green. There are no broken chairs and torn notice boards or walls with faded paint. This is because students of all grades carefully work to protect

Responsibility

school belongings as if they were their own, so as to fulfill their promises. The trees in the compound that serve as air conditioners, enhance the beauty of the school.

The other main activity of Ligaba School is repairing the houses of vulnerable and elderly people. Also, their villages will be cleaned and support will be given to the needy twice a year. These activities are organized by the Red Cross Society and Voluntary Service Clubs, and some residents in the locality apply to the student clubs for attention and assistance. The roads adjacent to the school are not crowded with pests, weeds and waste.

The fulfillment of assignments loyally and honestly by the students is considered as an honourable practice of keeping their promises. Thus, the students are thanked and their school is named the “Treasure of Promises” (Ye kalkidan Muday).

Activity 3

Answer the following questions based on the above story:

1. What is the relationship between pledge and promise?
2. How did the students of Ligaba accomplish their responsibilities?
3. List the advantages of the completion of the tasks done loyally and responsibly by the student.

Fulfilling a promise is a mark of personal dignity and moral strength.

Among the promises made by students at school were punctuality, doing homework, obedience to school rules and regulations and participation in co-curricular activities.

By the end of the year, they have promised to their families and their school authorities that they would score satisfactory results and work in their lessons with full attention and responsibility, became successful ethically and academically and were rewarded for that. They also set a good example for

others. Young people who keep their promises play their part in solving the problems of their society by involving themselves in local associations. In this way, they achieve success in various developments. Since they are the ones who will take over the country, young students have to be able to reach their full potential. This local experience gradually transforms them to the level where they can discharge higher responsibilities.

Activity 4

Answer the following questions:

1. In what terms are commitment and personal moral strength measured?
2. How should a young man participate in the development of his locality?
3. What can a student promise to himself/herself?

6.3 Natural Resources and Historical Heritage

- Mention some of the natural and historical heritage in your locality.



Picture 6.2. Natural and historical heritages need protection

Natural resources and historical heritage give identity to a society. These features are now prone to destruction and wastage, so they need to be protected. Our forest resources and bio-diversity are highly endangered as a result of increasing population and urbanization. Moreover, illegal hunting, destruction of natural resources and looting of historical sites are other causes of loss of identity. In general, the major causes of the destruction and wastage of natural resources and historical heritage are:

Responsibility

1. Illiteracy and lack of awareness
2. Poverty and backwardness
3. Lack of national feeling and the prioritizing of personal prosperity.

These evil practices can be stopped mainly through education that encourages changes in attitudes. Schools and the mass media have a responsibility to contribute their part.

The protection and care of historical sites/our heritage not be considered as the responsibilities of a single party. Rather it is a national issue which needs cooperative work. Protecting them is the citizenship responsibility of everyone because their survival is important for the dignity and identity of everyone. Protecting them is the same as protecting our history.

Activity 5

Discuss the following questions:

1. What is expected of the mass media for the protection of natural resources and our historical heritage?
2. What is the reason for the destruction and wastage of natural resources and historical heritage?
3. What is the responsibility of all citizens for the protection of natural resources and our historical heritage?

6.4 HIV/AIDS



*"My son died of
HIV/AIDS leaving
his baby to me. Hence, I
was forced to start begging
with my grand son"*

*"Let's discharge our
responsibility for the elderly
So that they do not have to
shoulder burdens at their age
of retirement"*

Picture 6.3. An old woman who lost her son to HIV/AIDS now begging on the streets with her grandson

- How did HIV/AIDS harm the elderly woman in the picture?
- What could be the fate of the child in her arms?
- Who benefits from protection HIV/AIDS?

HIV/AIDS affects everyone regardless of age, sex, colour, race and educational status. This epidemic causes great problems for citizens and the country. Thus, everybody is required to contribute his/her part to the prevention and eradication of this incurable disease. This epidemic which is causing social crises, has left children orphaned and parents helpless. This in turn is having a detrimental effect on social life, peace and well-being to see street children without anyone to care for them and elderly people begging in the street is.

HIV today is affecting the younger generation of our society. This in turn is reducing the productive force, increasing poverty and causing economic stagnation. The infection of professionals and workers by HIV/AIDS is increasing dramatically.

The best mechanism to prevent HIV/AIDS is abstinence from pre-marital sex. Marriage should only take place after blood tests. We also have to be protected from blood contamination by any means. For this, there must be no shared use of sharp items such as tooth brushes, needle, scissors or razors.

Protecting oneself from this epidemic is essential for ones own survival and that for others. Hence, it is an honourable citizenship responsibility. Parallel to this, those accidentally and unknowingly infected by the disease have to be supported and cared for regardless of their infection, as they are contributing their part to the development of their country. They need material and moral support.

Activity 6

Discuss on the following questions:

1. What is the impact of the deaths of scholars and professionals due to HIV/AIDS?
2. What should we do to protect themselves from HIV/AIDS?

Responsibility

Summary

Our responsibilities are our moral and legal duties as citizens. The types and levels of responsibility differ in accordance with person's professional qualities and educational level. Whatever one's level one should work to the best of ones ability.

Promising to oneself and to the society is committing oneself to do or not to do a certain activity. A promise is an oral guarantee whereas its result is a tangible deed. Therefore, everybody must promise to bring about positive social change as much as he can and implement his promise in practice.

Enough education shall be provided for a citizen to make him/her aware of the history and resources

of his/her country. After being informed, everyone is responsible for the protection of natural resources and historical heritages from destruction and wastage. This is because natural resources are the basis for life and livelihood and our heritage provides our identity. Knowing about these resources, preserving and protecting them and creating awareness of them is a citizenship responsibility.

Furthermore, the healthy survival of citizens needs more care because people can only develop and improve their environment if they are mentally and morally healthy. Thus, one has to take care to avoid HIV/AIDS which is a great challenge to human beings.

Key Words

<i>Responsibility:</i>	If you have responsibility for something it means that it is your job or duty to deal with it
<i>Discharging responsibility:</i>	Successfully accomplishing professional or social duties
<i>Memory:</i>	Remembering past history, situations etc.
<i>Citizenship:</i>	The legal right to belong to a country which you live in and satisfy the duties and responsibilities that brings. Citizens are supposed to fulfill these duties and responsibilities

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. A responsible person accomplishes his assignments properly.
2. HIV/AIDS affects everyone regardless of age, sex, colour, ethnicity and educational status.
3. A person who makes a promise should first consider his potential and ability.
4. It is only the government who is responsible for the protection of natural resources and historical heritage.
5. Natural resources and historical heritage give identity to a society.

Responsibility

II. Match words or phrases under column 'A' with correct items of column 'B'

- | A | B |
|---------------------------------------|--|
| 1. Impacts of HIV/AIDS | A. Common work for common benefit |
| 2. Discharging responsibility | B. Who denies his promise |
| 3. Honesty | C. Gold, petroleum and water |
| 4. Natural resources | D. Medicine, military, agriculture, guardian |
| 5. One who betrays (Liar) | E. Accomplishing deeds successfully |
| 6. Types and levels of responsibility | F. Rendering good service or being effective |
| 7. Collective responsibility | G. Economic stagnation |

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. Respecting _____ is fulfilling responsibility.
2. Protecting oneself from HIV/AIDS is discharging _____.
3. A resource that passes from generation to generation and helps create our identity is called _____.

IV. Choose the correct answer for the following questions

1. Discharging our collective responsibility:
(a) Creates work delay (b) Does not have satisfactory result
(c) Benefits many (d) Time wastes.
2. Which of the following is false about responsibility?
(a) It varies according to our knowledge and capacity
(b) All responsibilities are equal (c) It varies according to age
(d) There are citizens who do not have to be responsible.
3. Keeping promises made at school
(a) Promising to support the school (b) Not participating in co-curricular activities
(c) Being successful academically and being involved in clubs
(d) Developing self-confidence.
4. Historical heritage
(a) Are identities (b) Do not serve for entertainment
(c) Are not historical witnesses (d) Are not sources of income.
5. Reasons for wastage and the destruction of natural resources and historical heritage
(a) Lack of awareness and responsibility (b) Expansion of tourism
(c) Shortage of parks and museums (d) Lack of training in conservation.

V. Give short answers for the following questions

1. What is the importance of discharging one's responsibilities?
2. Whose task is it to develop natural resources and protect our historical heritage? How?
3. What are reasons for the wastage of natural animals?

UNIT 7

Industriousness

By the end of this unit, students will be able to:

- understand that no job should be despised.
- understand the dignity of work and importance of using time wisely.
- explain enriching professionalism as an aspect of professional ethics.
- explain enriching professionalism as an aspect of professional skill and its contribution for development.

7.1 Developing a Culture of Industriousness

7.1.1 Equality Among Occupations

- Explain with examples that no job is inferior to any other.
- What is meant by “We have to respect all jobs equally”?

Wood art

Mathewos and Kesito live in neighbouring villages of Bonga. They study and play together. Mathewos wishes to be skilled in handcraft. When he comes to Kesito’s house, Mathewos is usually attracted to products of wood art made by Kesito’s parents. He sees Kesito’s father smoothing the wood. Then, the mother drills the wood and gives it the desired shape.

In his free time Mathewos visits the wood-workshop where Kesito’s parents display and sell their products. He is often attracted to traditional musical instruments like ‘*Kirar*’ ‘*Masingo*’ and ‘*Begna*’

and features of our historical heritage like the Castle of Fasiil, the Obelisk of Aksum etc.

Impressed by these historical sites, which he has been learning about in social studies, Mathewos asked Kesito’s father to train him wood art. Kesito’s father agreed to train him as well as Kesito and other friends. Mathewos did not despise the occupation prepared himself for the training. Hence, Kesito’s father appreciated his readiness.

Now, he and his friends have expanded the wood art industry in the locality. Gradually, the friends have been able to train local residents in wood art through the industry he expanded around Keffa.

Activity 1

Answer the following questions based on the above case:

1. Why did Kesito’s father appreciate Mathewos?
2. How was Mathewos attracted to wood arts?
3. Which sentence in the case indicates that a job can be done by both by men and women regardless of gender difference? Write it in your exercise book and read it to your teacher.

When we say equality of occupations, we mean that the major objective and goal of every occupation is helping oneself and ensuring fast development of one’s country. A person may be engaged in an occupation to which he is inclined after acquiring the skill through training or experience.

If all workers work hard in their jobs, they will benefit themselves and their country. Therefore, everyone must contribute to the national development by giving value to any work and by using time wisely.

Industriousness

Activity 2

Answer the following questions based on the previous case:

1. Why do you think that it is often said, there is no “inferior or superior” job?
2. What do jobs of all kinds contribute to national development?

7.1.2 Work, Time and Development



Picture 7.1. People engaged in afforestation of a formerly barren land

- What do you understand from the above picture? Tell for your teacher.
- If you have ever taken part in planting trees, describe what you did to your classmates.
- Explain the major advantages of planting trees.

Dagetama kebele

‘Dagetama’ is a green, rural village in Gurage Zone near Butajirra town. The locality is known for its forest coverage the residents have never faced a shortage of rainfall. This greenness and fertility, however, declined.

Even though the residents of the locality made efforts to preserve the greenness and fertility those who did not care for the well-being of the locality cut down many trees. Because of this, the locality lost its previous image and beauty and looked like a place burnt by volcano.

The residents told the government officials that immediate measures had to be taken to reverse this situation. Accordingly seedling nursery sites were opened at different places for reforestation. The

residents conducted a scheduled tree-planting and care programme in collaboration with government and under the guidance of professionals. The foot and top of the hill were covered with seedlings before the end of the rainy season. The people carried out the reforestation programme with full interest and commitment.

Today, everyone who passes through “Dagetama” kebele can see it with its former fertility and greenness. The trees that have grown on the foot and top of the hill, the stream that flows at the foot of the mountain and the plants that have grown in the fields are once again attractive to human beings and animals.

Activity 3

Answer the following questions based on the above case:

1. How are the relationships between time, work and development expressed in the above story? Discuss in groups.
2. How was the environmental problem of ‘Dagetama’ kebele solved?
3. Explain what should be done to keep the environment fertile and green.

The links between time, work and development will be successful, when based on careful planning and clear objectives. Time is a naturally given resource, without any cost. It is non-renewable resource that serves everyone on equal basis. It is one of the resources over which everyone exercises full controls.

Everyone uses time by dividing it for work, leisure, and sleep. Wise sayings state that ‘a country’s fate is determined by the value its people give to time and the way they use it.’ A society which understands the value of time and uses it properly will have the potential to develop the country.

Industriousness

Activity 4

Answer the following questions:

1. Why does a student need to plan his/her time?
2. How can you express the relationship between a country's development and time?
3. How does a citizen harm the development of his/her country if he/she does not use time properly?

7.1.3 Doing Private and Collective Works Efficiently and Promptly



Picture 7.2. People working together

- What are the people in the picture doing?
- What is the contribution of efficiency in ones work for the common good?

Time and Work

W/ro Balote is the director of Edget Secondary School. She is well-known for her administrative skill and good user of time. She believes in individual and collective work. Together with her colleagues she works hard to bring about changes in the school. Because she gives much value to time, the school has made her completing tasks a head of the planned time its culture. Everybody is working hard in different areas such as drama, sport, literature, workshop display, music clubs, and in the award committee.

There are competitions to make the inter-semester school day as attractive as possible. It is expected that guests from the youth club, women associations and neighbouring schools and other prominent

persons will join the celebration. W/ro Balote called a meeting to evaluate the achievements of the school in the semester and to check on tasks that had not been completed yet. In the meeting she reminded everyone, that discharging personal responsibilities is the way to accomplish collective tasks on time. The students and teachers of the school have successfully completed their preparations and they are now ready to celebrate the day.

Activity 5

Answer the following questions:

1. What is the impact of personal performance on the performance of a group?
2. What are the advantages of completing personal and collective tasks efficiently and on time?
3. What activities can be done by students collectively? Give two examples.

Carrying out personal and collective tasks punctually and efficiently is a way of discharging ones responsibility. The result of any work is measured not only in its quality but also in its timeliness. In any task personal work makes a contribution to group work. Doing personal and group work efficiently and punctually contributes to the development of a country.

When personal and group work is done punctually and efficiently, the standard of the professional and the society improves. It also plays a great role in the economic growth and development of the country. Since work is a social activity, which requires the active involvement of everyone, one's personal contribution helps to create a quality product.

Completing a certain task before the planned time means that there will be time for additional work and increased productivity.

Hence, every worker shall give due consideration for time, quality of work and productivity. This in turn becomes the basis for national growth and development.

Industriousness

Activity 6

Answer the following questions:

1. What are the criteria for judging that a given task has been completed successfully?
2. "A successful work is a work done with a higher quality within a short time." What does this imply?

7.2 Idleness

7.2.1 Idleness as Anti-Economic Growth and Development

ከነውርም ነውር የልማት ጠላት፤

ሁልጊዜም ፀያፍ ነው ሳይሠሩ መብላት።

- Why is idleness said to be taboo?

The lazy child

Babicho is a lazy girl who prefers to live idle. Her family and school are concerned about her laziness which she exhibits in both places. Her father especially exerts a great effort to bring her out of this unacceptable behaviour. This is because idleness hinders the development of the nation and leads to social neglect. Her father was also afraid that her idleness may lead to addiction. Thus, he planned gradually to attract her to the poultry project which he had started in the compound.

One Saturday morning he called her and told her to collect and count the eggs. After some hesitation she did what she was told. The next day she completed her task more willingly. She noticed that she is feeling happy about what she did during these two days.

The third day, without any direction she collected the eggs and cleaned the hut of chicken. Then she asked her father to make a schedule for her as when to study and when to play. Gradually, she started to consider the activities like feeding the chickens, collecting the eggs and taking care of newly hatched chickens as entertainment. She also started selling the

eggs and felt happiness by informing her father how much money she had made from her daily task.

Her parents were glad by the changes in their daughter. Babicho herself proved that work gives freedom and self-confidence. Taking herself out of laziness she became a clever student and a hard worker. Her parents and her teachers and classmates admired her behavioural change.

Activity 7

Answer the following questions based on the above case:

1. How was Babicho able to develop self-confidence?
2. List the conditions that helped Babicho to get out of her dislike of to work.
3. "Idleness is anti-growth and development". Invite a professional to talk about this topic and conduct discussions in the class.

To emphasize that idleness is anti-economic growth and development, we can use the proverb which says "የማይሰራ አይብላ" that means "one who does not work shall not eat." Work is a guarantee of a better life.

Moreover, mental and physical development cannot be achieved without work. When we work, we gain the capacity to change our lives and those of others. Hence, idleness harms not only the individual, but also his/her family, society and country.

Activity 8

Answer the following questions:

1. Explain the relationship between the industriousness of a person and the development of his/her country.
2. Together with your teacher arrange a discussion forum in the school about "Making idleness a taboo".

Industriousness

7.2.2 Economic Objectives Stated in the FDRE Constitution

- What is the advantage of stating economic objectives in the constitution?

The clever pastoralist

W/ro Hawa Abdela is one of the cleverest women pastoralists in Afar and she is a candidate for a medal award too. Three years ago she was engaged only in cattle breeding, but after receiving the advice of Agricultural Extension Agents she started mixed farming on a hectare of land. This means that, while maintaining her cattle breeding, she has also started to produce vegetables and fruit. From this, she started to generate additional income for herself and forage for her cattle. Besides her intention to become involved in trade she is also building a house with two rooms in the town of Asayita.

(Source: Adis Zemen Yekatit 8/2000 E.C)

Activity 9

Answer the following questions based on the above case:

1. How did W/ro Hawa improve her standard of living?
2. What is the advantage of rewarding industrious people like W/ro Hawa?

The main focus of the economic objectives stated in the constitution of FDRE is to fulfill the basic needs of the people and ensure the country's growth and prosperity. The economic and developmental objectives of the country are mainly aimed at building a free market economy in which the people will be benefitted at different levels, freed from dependence on foreign aid, and ensuring fast economic development.

The free market economic system is one in which citizens engaged in the economic activities of their own choice. It is an economic system that depends on the demand of the people and the supply of products. It is clearly indicated in the FDRE constitution that the basic objective of any developmental activity in

the country is the development of citizens and the fulfillment of their basic needs. These basic objectives have the following features:

- Any Ethiopian has the right to be engaged in an economic activity of his/her choice.
- Government has to follow policies that encourage the creation of employment opportunities. It also has to make programmes that create job opportunity of the unemployed and the needy.

In order to implement these objectives, the government is undertaking developmental activities that focussed on the agricultural economic sector. Greater effort is also being made in other economic sectors.

Besides clearly stating these objectives and giving support to ensure their success, different practical measures are also taken to improve the economic life of rural pastoralists and farmers. Different awards are also given to encourage farmers, pastoralists, and investors who are successful.

Activity 10

Discuss on the following questions:

1. How can fast development be achieved in our country?
2. What measures should the government take to create job opportunities for unemployed people?

7.3 Professions and Professional Ethics

7.3.1 The Relationship between Professional Ethics and Productivity

- What is a profession? What do you know about professional ethics?

Etab soap factory

Etab soap factory is one of the factories in the town of Hawassa which give great service to our society.

Industriousness

Sofiya has been working at this factory for the past 16 years. She is well-known for her love of work. When the employees of the factory agreed to increase the profits of the factory by doubling their productivity, she was the first to support the idea.

She is the sales officer of the factory, known for her work discipline, proper service for customers, good use of time and cooperation with fellow workers. Though she was originally employed as a janitor, she gradually took this position after getting a Diploma in Business Administration from Addis Ababa College of Commerce.

She improved the outside and inside commercial activities of the factory by using her knowledge and experience. After joining the managerial committee of the Labour union of the factory, she taught the employees of the factory to serve their customers with competence and honesty which are important professional ethics.

Activity 11

Answer the following questions:

1. Why did Etab soap factory become so productive?
2. What professional ethics meant that Sofiya was appointed to higher positions?
3. Why are professional ethics necessary for a professional person serving the society?

Developing one's professional ethics and quality is the base for productivity. Professionalism is the ability to perform certain tasks with skills, which acquired through training or experience. Whereas, professional ethics is the behaviour and inclination expected from a professional person.

People may be engaged in different professions according to their interest and inclination. Ethical principles are important in every profession. Therefore, professional ethics guide the behaviour of every professional while giving service. For example, teaching ethics, medical ethics are professional ethics.

However honesty, loyalty, punctuality, industriousness etc. are common ethical principles for all professions. In general, professionalism and ethical behaviour are inseparable requirements for professional efficiency. There is no productivity in the absence of professional ethics.

Activity 12

Answer the following questions:

1. List the common elements of professional ethics.
2. Why do we say that professional efficiency alone is not enough to successfully accomplish a task?

Summary

Industriousness can develop where there are societies and workers who make hard work as their life principle. Industriousness means the habit of hard and using time wisely to improve the quality and quantity of work assigned to a person or a group.

The basic economic objectives of the Ethiopian constitution are to ensure the benefit of all citizens.

Without industrious (hardworking) citizens there can be no national development, and without national development we cannot ensure the well-being of all citizens. To achieve development, increased productivity is essential. A country's development is achieved when workers in all fields of activity become ethical, develop a good work culture, hate idleness and understand the value of work.

Industriousness

Key Words

<i>Anti:</i>	In opposition
<i>Victim:</i>	Vulnerable, one who is attacked or tricked
<i>Achieved:</i>	Attained, reached a goal
<i>Hesitation:</i>	Uncertainty
<i>Prevalence:</i>	Existence

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write “True” if the statement is correct and write “False” if the statement is incorrect

1. Professional efficiency alone is enough to provide full service to customers.
2. It is wrong to consider national development as only the concern of few persons and leaders.
3. Using time properly is one of the manifestations of professional ethics.
4. Professional ethics are similar in all professions.
5. Personal achievement has a significant effect on common development.

II. Match words or phrases under column ‘A’ with correct items of column ‘B’

A	B
1. Idleness	A. Strategy for the participation of all citizens in development
2. Professional ethics	B. Enables one to use time properly
3. Work plan	C. A taboo/dependency behaviour
4. The right to choose one’s works	D. Believing in the equality of works
5. No disrespect to work	E. A behaviour expected from every worker
	F. Common work

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. _____ is making citizens of a country the beneficiaries of development.
2. _____ behaviour expected of every professional.
3. As you have learned in this lesson, _____ is a taboo and one of the social problems.
4. The development of a country is possible when all of its citizens have the culture of _____.
5. A professional is successful when he serves society by combining _____ and _____.

Industriousness

IV. Choose the correct answer for the following questions

- Which of the following is important for a professional?
 - Benefiting himself in his profession and position
 - Engagement only in the profession for which one is trained.
 - Being ethical and professional
 - Selecting between works.
- Which of the following is an obstacle to national development and economic growth?
 - Idleness
 - Considering begging as a means of income
 - Lack of proper use of time
 - All of the above.
- Which is an incomplete statement about the economic objectives of the FDRE constitution?
 - Facilitating conditions for citizens to engage in any economic activities
 - Developing policies that enables to create job opportunities for the unemployed
 - Respecting the right of every Ethiopian to choose his/her own employment
 - Engines that citizens do not focus on governmental employment alone.
- Which of the following is not related to building a culture of hard work?
 - Being idle and depending on others
 - Fulfilling one's responsibility and developing the culture of cooperation
 - The ability to treat customers properly
 - Ensuring that women participate equally in agriculture and pastoralism.
- Which of the following is right about industriousness?
 - Completing a task before the planned time
 - No disrespect to work
 - Condemning begging and idleness and valuing hard work
 - All are answers.

V. Give short answers for the following questions

- How can the culture of working had be developed?
- What is the impact on national development of not using time properly?
- How can productivity be increased?

UNIT 8

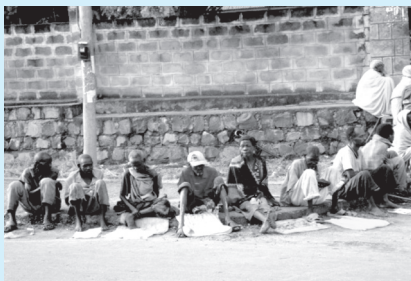
Self-Reliance

By the end of this unit, students will be able to:

- understand the negative impacts of dependency.
- explain self-awareness.
- know the importance of recognizing greater performance and learning from others for self-confidence.

8.1 Developing the Culture of Self-Reliance

8.1.1 Reversing Dependency



Picture 8.1. People depending on aid



Picture 8.2. Working for self-reliance

- In which of the pictures do you notice the effort for self-reliance?
- How can dependency be reversed?

ሳይቃጠል በቅጠል (A stitch in time saves nine)

While W/ro Hawa and Ato Ali were having tea and watching TV in their salon, Ato Ali pointed to the man on the TV screen and said, “Hawa!, this man was my childhood mate. He is called Kankura.”

Soon, the news reader said “Ato Kankura was caught red-handed while he was giving a bribe to get a site for house building illegally. Therefore, he has been sentenced to imprisonment and fined in today’s trial...”

Ato Ali was disturbed by the news he heard and said “You see, while we were school mates he used to give us biscuits, candy, exercise books and pencils as gifts so that he could copy exams from us.

W/ro Hawa replied saying “You see, this is why the saying goes ሳይቃጠል በቅጠል (A stitch in time saves nine).”

Ato Ali agreed with her comment saying “You are right, we were supposed to tell him to depend on himself rather than copying our exams.”

Meanwhile, W/ro Hawa responded with anger saying “You yourselves were economically dependent as you used to receive bribes of biscuits, candy, exercise books and pencils to allow him copy exam answers in violation of school regulations.”

Activity 1

Read the above story carefully and answer the following questions:

1. Explain the proverb “ሳይቃጠል በቅጠል” which W/ro Hawa used in the story. Why did she say it?
2. What would you do if you faced immoral acts like the one Ato Ali and Ato Kankura faced in their school?

Self-Reliance

Group Work

Divide yourselves into three groups and do the following activities. Then, with the help of your teacher go to the social affairs office in your locality. Interview the officers. Then present the results of your interview for class discussion.

Group One: Write the details of characteristics which are manifestations of social and economic dependency.

Group Two: Write about the harm that could be caused by peoples with such characteristics of dependency.

Group Three: Write about the problems that people with such characteristics may face.

Dependency is the behaviour of waiting for one's basic needs to be fulfilled and one's problems to be solved by others. This behaviour may be exhibited by people at any age in any country or society. Particularly in our childhood we have to use our time wisely at home and do things by ourselves. This is because our future fate and personality is shaped in our families during our childhood. Being dependant on others from our childhood gradually becomes our behaviour and leads to a fatal failure. Therefore, we have to reverse dependency with self-confidence, self-direction and by working with our full potential.

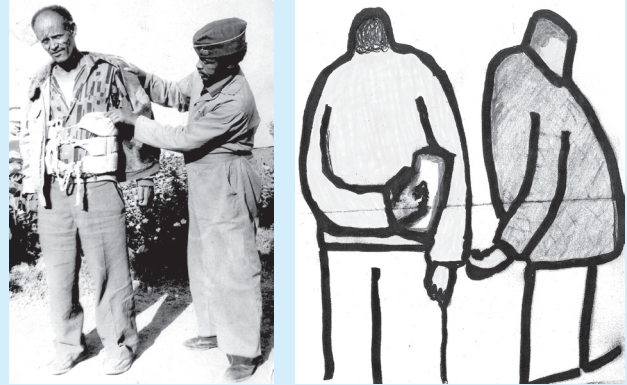
Activity 2

Answer the following questions:

1. What are the tasks that we can do for ourselves at home and at school?
2. How is dependency expressed by not doing these tasks?

8.1.2 Dependency and Contraband Trade

- What kind of trade is contraband trade?



Picture 8.3. Bribe and contraband trade are bad practices

- What do you understand from the above picture?

Useless act

Mamo is a well-known contraband trader in his village. Since he sells illegally imported commodities without a license, he does not pay tariffs or taxes on them.

Moreover, the commodities are of low quality because they do not pass through quality checks. Nevertheless, his villagers flow towards his shop to buy goods at lower cost.

Meanwhile, Mamo's neighbour, called Berisha, was concerned about the backwardness and poverty of his country. He hated and exposed illegal acts. In his plan to expose Mamo, Berisha often visited his shop pretending that he was about to buy goods.

One day, while he was investigating, Berisha heard Mamo's telephone conversation about his contraband commodities being imported to the country. Soon, Berisha reported the case to the police. The police took away the imported commodities and all the highly valuable contraband commodities which he stored at home. Mamo lost all that he had accumulated over long years. In addition, he was sentenced to seven years imprisonment. For the information he had provided Berisha was given a reward.

Self-Reliance

Activity 3

Answer the following questions about the previous case:

1. What did you learn from Mamo's story?
2. Why is contraband trade wrong?
3. Perform a drama in your class based on the above story and then discuss the issue.

Contraband trade is a crime that leads to inflation and economic crises. It adversely affects development by weakening the economic capacity of the government. It makes the country lose foreign income by illegally importing and exporting commodities. It also affects legal traders by causing in economic crises.

Moreover, the illegal weapons that could be imported through contraband may be used for terrorist acts and banditry. This in turn puts the public in fear and has an adverse effect on the health and social life of the country.

Activity 4

Answer the following questions:

1. Why is contraband trade harmful to the peace, health and social life of a country?
2. What would you do if you faced people engaged in contraband trade?

8.2 Recognizing Greater Performance

- Look at the people in the picture and recall and describe such people who you know have been given awards in different professions.



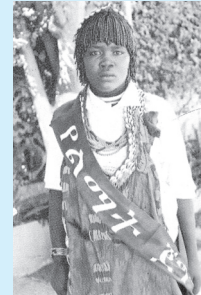
Picture 8.4. People awarded for their exceptional performance

W/ro Bona Balanta

W/ro Bona Balanta lives in Hamer Woreda of Southern Nations, Nationalities and Peoples Regional State. Besides bringing up her two children, she is a chairman of the association in her kebele. She recently has been given an award for her exceptional performance.

Question: Why were you chosen for the award?

W/ro Bona: In the past, women pastoralists of Hamer did not know the value of associations. They used only to work in cooperation ('Debo'). In all the other cases, they were dependent on their husbands. So, I was given an award for organizing the women's association in the Woreda.



Picture 8.5. Pastoralists W/ro Bona Balanta

Question: What caused you to organize the association?

W/ro Bona: Before organizing the association, I had improved my own performance in agricultural activities. Development agents trained me a lot about vegetable production, pottery and many other agricultural extension packages, but the women in my locality did not have this knowledge and did not benefit as I had done.

Therefore, I decided to organize them to work together. While I was planning like this, I got the opportunity to visit Afar region. There I met a certain non-governmental organization called "the Development Society of Ethiopian Pastoralists." I was informed that the organization provides cows and oxen to the women. I talked to them and they gave me ten cows and four oxen which I distributed among the women of my locality.

Self-Reliance

Question: What challenges did you face in the process of establishing the association and how did you solve them?

W/ro Bona: I have faced a lot of challenges. For example, the women whom I registered for membership used to change their minds because they feared of their husbands. The husbands also used to condemn me saying “She is making our wives to look outside and misbehave.” Even my husband himself was not happy with my activities.

Later, they changed their attitude towards me when I distribute the cows and oxen among the women and when they saw that my goal was development for all our community.

Activity 5

Answer the following questions based on the above case:

1. Why was W/ro Bona Balanta given an award?
2. Explain how W/ro Bona expressed the importance of education in the improvement of performance.
3. What measures did the government take in order to motivate W/ro Bona and make others follow her example?
4. What would you feel by the award if you were W/ro Bona?

The basis for improved performance is greater effort in the area of our work. Our success will be greater if we know the purpose of our work and how we can improve our results. In addition, we need to develop our knowledge through education.

On the other hand, the essence of greater performance involves competition. This includes being in a better position than others and the ability to benefit oneself, one’s family and the country. For example, if we take W/ro Bona’s history, she transformed her life and that of the women in her village. She did so by developing her knowledge and skill, sharing others’ experience, working hard, respecting the dignity of work, giving recognition and respect to the deeds

of others and organizing the women in her village. Recognizing and respecting the deeds of others is a sign of civilization which makes successful people to work better.

Activity 6

Answer the following questions:

1. What would you do to achieve an improved performance?
2. Explain how improved performance involves competition.

8.3 Self-confidence

8.3.1 Decisive Role of Self-confidence in the Achievement of Improved Performance

- How does self-confidence lead to improved performance?

Visionary couples

Ato Mesfin Moga was born in the Yem special Woreda. He completed grade 12, but he was not successful in the National Examination. Ato Mesfin also took part in the “Development in Cooperation, Literacy and Work Campaign” in 1967 E.C.

Without being frustrated about his failure in the National Exam, he assessed the things that he could do with his level of qualifications. He thought that he would be successful if he combined his knowledge from school with the agricultural experiences that he had acquired from his family. He also committed himself to change the backward attitudes and culture of nutrition of the people in his locality.

There were rumors against him wondering how an educated person could be a farmer. He was supposed to work in an office in town, but instead he passed most of his life in the rural area. Regardless of the criticism Ato Mesfin insisted on continuing in agriculture. Later on he married W/ro Durtee Kusse who also completed grade 12 and who was engaged in agriculture, together with her parents.

Self-Reliance

They started work with self-confidence and after assessing the challenges, potentials and alternatives, Ato Mesfin and W/ro Durtee became successful. Today they have received various awards for their achievements, which are important for themselves, their families and the country. They stood third in the “National Green Campaign Competition” and received their award from the hands of president Girma Wolde Giorgis in 1997 E.C. Now they are working better than ever and improving their capacity further.

Activity 7

Answer the following questions:

1. What enabled Ato Mesfin and W/ro Durtee to be self-confident?
2. Was their decision to go back to the rural area after completing grade 12, a well thought out decision? How? Explain the reasons.

Self-confidence is not a quality achieved by birth. Rather it is a behaviour that we develop gradually as next of different factors. Every person acquires knowledge from his interaction with the family and the environment as well as from formal education given in schools.

Hence, there are things which he can do and things which he cannot. Physical strength is one aspect of our capacity which is changeable from time to time. Therefore, one’s self-confidence results from knowing one’s abilities and capacity. This means that self-confidence can be built by developing one’s strengths and improving one’s weaknesses.

Activity 8

Discuss the following questions:

1. How can self-confidence be developed?
2. What are the characteristics of a self-confident person?

8.3.2 Tolerance to others' Views and Defending One's Own View

- What is meant by defending one’s own view?

Tolerance to other’s views and defending one’s own views emanates from self-confidence. This basic process of self-awareness has an important role to play success in life. This is because of many people do not know their intrinsic qualities and potential.

Everyone has some ability that he or she developed from his/her interaction with others (experience) and from formal education. If one is able to assess and know one’s potential, one can become self-confident. A self-confident person knows not only his strengths, but also his weaknesses. Thus, he works to improve them. Moreover, since he does not feel inferior, he develops an attitude of openness.

All the above characteristics finally lead to fairness. Fairness is a healthy interaction and tolerance that develops from self-confidence. Self-confidence avoid feeling of superiority or inferiority. It also means that one has no fear of criticism.

In order to tolerate the views of others and to defend our own we need to be self-confident. To develop our own views and to commit ourselves to their implementation as well as to tolerate the views of others and rationally accept or reject these views we need to be self-confident. Education is the key to the development of self-confidence. It enables us to acquire knowledge, be critical thinkers and be skilled. When we acquire knowledge, we become self-confident.

When we become fair we will be able to tolerate and benefit from the alternative views we hear. On the other hand, criticizing the views of others when they are believed to be wrong and defending one’s own views which are believed to be correct is expected from a civilized modern person.

Activity 9

Answer the following questions:

1. What enables us to be fair in our interaction with others?
2. Why do we say that one has to know one’s potential in order to be self-confident? Discuss.

Self-Reliance

Summary

It is possible to develop the culture of self-reliance, to reverse dependency and become self-confident. Dependency is a social problem which gives us low self-esteem. Without self-esteem we cannot express our views openly and are not self-confident.

Contraband trade is one of the crimes that results from dependency. It affects the nation and the people. Therefore, it has to be avoided with the common effort of the people and the government.

If we prevent and reverse dependency and develop self-confidence we will achieve greater success. A self-confident person encourages others to do more by recognizing their greater performance. A civilized and self-confident person tolerates the views of others and rationally defends his or her own views.

Key Words

Inflation:	Ups and downs/increase and decrease of a situation, process or an economy
Red-handed:	The arrest of a criminal just while he/she is committing the crime
Trial:	A forum of debate for judgement, usually in a legally established court
Sentence:	Court decision or judgement

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. The basis for improve performance is greater effort in the area of our work.
2. The culture of self-reliance is the result of long-term effort.
3. A person should work hard only until he gets an award.
4. Education makes little contribution to improve performance.
5. Tolerance to the views of others is the sign of dependency.

II. Match words or phrases under column 'A' with correct items of column 'B'

- | A | B |
|-------------------------|---|
| 1. Reversing dependency | A. Those who work hard for greater performance |
| 2. A dependent thinking | B. An incentive for success |
| 3. Good citizens | C. Self-confidence |
| 4. Aware | D. The basis for improved performance |
| 5. Hardworking | E. Waiting for what one can do ourself to be done by others |
| | F. Competition |

Self-Reliance

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. Fulfilling ones needs and solving ones problems by oneself is _____.
2. _____ is an incentive given for people achieving improved performance.

IV. Choose the correct answer for the following questions

1. Self-reliance is:
 - (a) Strengthening one's body with physical exercise
 - (b) Helping others
 - (c) Doing what one can do by oneself
 - (d) All of the above.
2. Greater performance is:
 - (a) Doing a certain task better than others
 - (b) Helping oneself and the nation with the fruits of one's effort
 - (c) Being rich either through theft, begging or work
 - (d) (a) and (b) are correct answers.
3. Dependent thinking:
 - (a) It is an inborn natural problem that stays with people forever
 - (b) Though it harms the country and its people, it helps the person
 - (c) It develops self-confidence
 - (d) Helps the individuals and the country.
4. A person who is ready to learn from others is:
 - (a) A dependent person
 - (b) self-confident
 - (c) Able to give improved
 - (d) (b) and (c) are correct answers.
5. The problems caused by contraband commodities:
 - (a) Obstacles to development by denying the government income which it would invest in infrastructure
 - (b) It is useful because it makes the cost of goods lower
 - (c) It endangers the peace and health of the society by allowing the illegal import of weapons
 - (d) All are answers except (b).

V. Give short answers for the following questions

1. At which age should we start our effort to be self-reliant?
2. What is expected of people was have received awards for their improved performance?
3. Explain the impact of contraband trade on the social and economic life of a country.

UNIT 9

Saving

By the end of this unit, students will be able to:

- describe different methods of saving.
- explain the importance of planning one's life and the habit of saving.
- explain the importance of managing oneself and the family according to one's income.

9.1 Types of Saving

- Why is saving important?

A stable and peaceful life depends on our culture of saving. Therefore, people always need to be aware of saving. Saving is the wise use of income and putting aside what is not needed for our present consumption but needed for future use. We can save either in cash or in kind. This means it is not only money that we save but also time, energy, materials, resources and other valuable things. Thus, we have to pay equal attention to our present consumption and to saving. There are people who consider saving as miserly, but this is wrong assumption.

Greedy is, hesitation to spend any money, even where it is really necessary. Saving is putting aside the remainder of our resources after reasonable consumption. It is also our determination not to consume resource wastefully. A greedy person wants to accumulate resources and money at the expense of his present consumption. He may also accumulate excess by consuming resources belonging to others. Therefore, greediness is a bad behaviour, whereas a person with the habit of saving helps himself, his family and even others in need. He can live, fulfilling his basic needs, without suffering and without being extravagant.

As was noted earlier, saving does not only concern money. There are three types of saving. These are saving in cash (money), in kind and in the form of time.

Activity 1

Answer the following questions:

1. Is saving the same as greediness? If not, why?
2. How can we save resources for future consumption?

9.1.1 Saving in Kind

- What form of saving is saving in kind?

Memorial statue

The three children of W/ro Tringo are much admired in their locality for being clever. For example, this year they built their reading room by themselves. They built it at no cost, using eucalyptus trees in their compound, which they had planted four years ago. They had planted the trees not for house construction, but as a memorial to their dead father, following their mother's advice. They did it saying "We hear that Urban people build tombs with stone in memory of their dead relatives. Why do not we plant trees in the memory of our dead father"?

Activity 2

Answer the following question based on the above story:

1. Have you ever created a permanent asset in your locality like the children of W/ro Tringo? How?

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Saving in kind is the form of saving which involves keeping precious stones, breeding cattle, planting trees, building houses, and planting cereals and vegetables which can be harvested for a long period of time (such as coffee, enset).

Saving in kind is a saving mechanism that should be used by people of any economic status. Some rural parents teach the habit of saving to their children from early childhood, for example, by keeping (saving) chickens and calves as gift for their later years. Then the children grow up protecting and taking care of their gifts. As the children grow up and the animals multiply, the children develop sense of ownership and happiness.

As a result of care of their inheritance like this, the children will develop their own saving mechanisms when they are old enough. Urban people also make savings in kind by building houses, buying cars etc.

Activity 3

Answer the following questions:

1. What is the basis for saving in kind according to the above passage?
2. Write a report to your teacher about saving materials in your locality, by interviewing people, or from your own observation.

9.1.2 Saving in Cash

- ገንዘብ ካለ በሰማይ መንገድ አለ/Money talks/
- ወርቅ የተጫነች አህያ በሮች ሁሉ ይከፈቱላታል

Explain the messages of the above proverbs/sayings.

Kemal and Yesuf

Kemal and Yesuf are two friends from Worabe (*Silte*) who joined Addis Ababa University two years ago. Since then Kemal's parents have regularly sent him pocket money every month. He spends this money on stationery, gifts, and transport when he goes to visit his relatives in Addis. However, he does not spend all of the money sent to him, he deposits the surplus in his bank account.

In contrast Yesuf's parents are not as well-off strong as those of Kemal, so they buy clothes and stationery for him once a year, but they cannot send monthly pocket money to him, so to solve his lack of money, Yesuf came up with a new idea.

While he was trying to generate income for himself, he found jobs which he was able to do without affecting his study time. The jobs were tutoring students and writing articles of awareness creation for newspapers and magazines. This did not mean that Yesuf had a regular weekly and monthly income. This is because he stopped the jobs whenever he had a lot of academic work to do. He saved part of the money he earned at the beginning of semesters when he was relatively free.

Through his own efforts, Yesuf was able to have sufficient money for his needs, just like Kemal. Having satisfied their own needs, the two friends are able to help other students who face financial shortage. Because they have saved money, Kemal and Yesuf do not need any financial support for travel at the end of the year.

Activity 4

Answer the following questions based on the above story:

1. Why did Yesuf and Kemal need money while they were at the university?
2. Did Yesuf's jobs create problems for his education? Give reasons for your answer.

Money is essential in our day-to-day life for buying things and for getting services. The money to buy goods and services is obtained in many ways such as through hard work, gifts, aid, loans and pensions. Using the money from these sources, through proper planning and savings, is necessary. Since the basic necessities in our daily life are money-related, effective use of money and saving is essential.

Besides awareness about the effective use of money, depositing money is equally important to chose. Money deposited in a secure place safely for not to be stolen. Moreover, a guaranteed place to

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save money will also encourage saving. Banking is among such safe places for saving.

The advantage of banking is not only to provide a safe place to deposit money, but also to ensure that only the depositor can withdraw the money.

The depositor can deposit and withdraw the money at any time he wishes. Furthermore, the bank pays interest on the deposit and gives loans for investment.

Nuria

Nuria is a 20 year old young woman who lives in Misrak Subcity of Hawassa. Two years ago she had no income. Her elder brother and sister funded her for a six month vocational training.

Since her hobby is listening to radio and TV, she heard that Omo Micro-finance gives loans to those who want to become self-reliant through their own efforts. So, she planned to get a loan and generate her own income by working hard.



Picture 9.1. Working for self-reliance

She went to the micro-finance institution and took the loan so that she could open a barber-shop. She started work by renting a house and employing an assistant. She allocated her earnings for the salary of the assistant, buying materials for the barber-shop, returning her loan and for her daily consumption. Every week she put some savings in the bank.

Group Work

1. Conduct a debate on the topics “Work is the basis for money” and “Money is the basis for work.”
2. Conduct an interview with a local savings institution about the types of services it renders and advantages it has. Report the result to your teacher.

9.1.3 Saving of Time

ካልተሳፈሩበት ቶሎ ተሸቀዳድሞ

ጊዜ ታክሲ አይደለም አይጠብቅም ቆሞ

- Give your opinion about the expression given above.

Time has a great role to play in our day-to-day life and one who does not understand the wise use of time has already surrendered to poverty. For example, if you had been late for an exam, you would have repeated class or dropped out. This in turn would have had an adverse effect on your future life.

Saving time is not only doing much work in a little time, but also completing assigned tasks in the given deadline. For example, the registration date for schools is a scheduled one. If a student comes late for registration he/she cannot register. Likewise, agricultural activities follow natural seasons and one cannot cultivate during the season of harvest and vice versa. This is because during winter there is a shortage of rainfall and that it is impossible to sow seed. Similarly, during summer it is impossible to harvest. Hence to save time we have to do our tasks efficiently, as we have planned. Efficient work is needed because if our work lacks quality we will waste time or have to do it again.

Activity 5

Discuss the following question:

1. What is the impact of not doing a task at the correct time?

Having a timetable is very helpful for good time management. Every person should have a schedule for his short-term and long-term work. A schedule differs according to the type of job and the environment. For example, students in rural areas should make a time schedule for looking after the cattle, visiting the farm land with their parents, planting and caring for vegetables, watering plants, swimming and other activities during their vacation.

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Group Work

A grade 8 teacher promised to give a prize for a good study time-table and she ordered every student to prepare schedules for a month for themselves. The following are some of the schedules presented to her by the students. Consider the schedules and answer the questions follow it.

Table 9.1. Managing one's time

No.	Activities	Time allotted	
		Student A	Student B
1	For study	1:00–2:00 hours	2:00–3:00 hours
2	Time at school	6:00–7:00 "	6:00–7:00 "
3	For sleeping	10:00 "	8:00 "
4	For rest and play	2:00 "	_____ "
5	For domestic work (helping parents)	1:00 "	2:00 "
6	Reading books	1:00 "	1:00 "
7	Watching TV and listening to the radio and reading newspapers	_____ "	2:00 "

- Which time schedule is better? Why?
- Which student spends more time studying?
- Which student has a lot of work to do outside the school?
- Plan your own time schedule based on the above example.

9.2 The Habit of Saving

A man and his mother used to lead a hand to mouth life. When his mother died he had no money for the funeral ceremony. Then he hid himself leaving the corps (dead body) thinking that the neighbours would do their best to bury it. He came back after two days and asked his neighbours what they had done with the corps. They told him that it was still waiting for him.

Knowing that the responsibility still lay with him, he borrowed some money. With the money he bought a new 'Kuta' which his mother had never worn while she was alive. He used it to cover the corps. In the burial ceremony, he sang the following mourning song.

ለብሳ የማታውቀውን ጃኖ ከታ ለብሳ
ተመለሼ, በላጊት በየጊት ተመልሳ
ፍሰሽ እናቴ ፍሰሽ,
እኔን በአዳ ለውሰሽ.

(Source: Addis Admass 1992 E.C.)

Activity 6

Answer the following questions:

- What does the story teach us?
- Do you think that he would lead a proper life in the future having a debt to pay? Explain your answer.

The life of most Ethiopians depends on interdependence. They do not have a social security service that can support them when they get old. Thus, since the old have no permanent property or deposited money, they are forced to depend on their children.

The extravagant ceremonies of sorrow and joy aggravate the situation of their dependency. Developing the habit of saving is essential to allow us to celebrate cultural ceremonies and solve our problems.

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Group Work

Interview about the burial and mourning ceremonies in your locality:

- Identify the major activities in the ceremony.
- List the preparations and expenses for the ceremony. Indicate how far the things in your list contradict or go with the idea of saving.

According to economists people make savings mainly for the following reasons:

A. To pay for expected and unexpected happenings:

Expected problems (expenditures) include expenditures that occur in the regular process of

social life. For example, people daily need food and shelter. Also Christmas, the finding of the true cross day, Easter, Meuled and Id-ul-fitre etc., are holidays which come at different times in the year and which entail expenses. Furthermore, educational fees, house rent etc., are expected expenditures. In contrast, expenditures during illness, accident or death are unexpected expenditures.

B. To create a permanent asset:

Expenditures made to create a permanent asset include expenditure such as for building a house, planting coffee and enset, afforestation, cattle breeding, opening an enterprise, buying cars etc. The asset we make secures our future life and even that of our generation.

Activity 7

Copy the following table on your exercise book and answer the question:

- Identify the events in the table as expected and unexpected expenditures. Support your classification with reasons.

Note: You may face expenditures that may be expected and unexpected at the same time.

No.	Issue/Happening	Expected	Unexpected
1	Wedding		
2	Death		
3	Tezkar (Death Anniversary)		
4	Mahiber		
5	Guest (<i>Engida</i>)- A visitor		
6	Visiting historical and cultural sites		
7	Birthday		
8	Medical cost		
9	Entertainment		
10	Aid for people (<i>Alms</i>)		
11	Other		

9.3 Planning

- Explain to your classmates what you know about planning and how it is done?

A plan is a design strategy to carry out a certain task or achieve a certain result. When we make a plan we need strategies for implementation.

Therefore, for the success of a plan the following three conditions are essential. These are the task we need to accomplish, strategies that help to achieve the required result and instruments to do the task. For example, let us say that a person plans to buy a car, including saving the amount of money needed

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to buy the car, learning to drive and paying for a driving licence. We can also see the following example.

Plan: Learning to get a diploma in the coming three years.

Necessary conditions

- Education fee
- Transport cost
- Stationery cost
- Study time: If the person making the plan is a worker he needs to allot his time for study and work.

Strategies are needed to implement the above plans. For example, with regard to money, the person may need to join the local “Ekub” or he may need to pass the first year by saving money and psychologically preparing himself.

With regard to time, the man may need to stop what he used to do after work. This is to save time for studying. For example, if he used to pass his time after work doing domestic activities, he has to allot another time for domestic activities. If he has no time for study during the day, he has to reduce his sleeping hours so that he can study.

Activity 8

Answer the following questions:

1. How can a plan be implemented?
2. What activities should a person who wants to build a house do first?

9.3.1 The Impacts of Living beyond One's Income

- Explain the difference between knowing and not knowing one's capacity, with examples.

Not knowing one's capacity

Ato Degefu earns money from his pension and his motor mill at the centre of a village. He is known in the village for preparing banquets for different

reasons. He prepares himself early for any banquet. Even for the birth day of his child he holds a very big festival.

His niece who has been attending her college education and living with him will graduate in the coming June. Though he was asked to make a contribution for road construction in the village, he did not do so. He was thinking of nothing but giving a big feast on the graduation of his niece. He relived that even with the money he could take from his two “Ekubs” in the village he would have enough and decided to take out a loan as well.

The niece does not get any money from her parents in the country, but she is positive that her uncle will give a feast on her graduation day. He persuaded her that she has to pay back the money that he is borrowing from the village lender when she gets a job. She agreed with him thinking only of her present happiness. They continued to prepare a big ceremony dreaming that the money would be repaid later.

Activity 9

Answer the following questions:

1. Is there any saving mechanism that Ato Degefu follows? If yes, has he used the method properly or not? How?
2. List the problems which may result from Ato Degefu's living beyond his capacity.

Wise people can lead a life that looks like the life of an eagle. Eagles pass the whole summer in their nests. During this time they eat the excess food which they collected by hunting during the winter.

Many people become extravagant while they have wealth in their youth and suffer a lot when they become old. This is one of the major problems that could result from unplanned life. The following are the advantages of a planned life and the habit of saving:

Short-Term Advantages of Saving: These include changes in the daily life of a person. For example, people who were unable to provide for their own basic necessities become able to do so due to saving.

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Moreover, people may buy clothes, and continue their education.

In general, the short-term advantages of saving refer to building the capacity to provide basic necessities and avoid hunger.

Long-Term Advantages of Saving: The long-term advantages of saving are enjoyed after a long period time. These advantages include the creation of permanent assets. It means the ability of people to have their own house, to have cattle, and to properly bring up children.

Proper bringing up of children is considered as a permanent asset because the knowledge and skill children get enables them to become self-reliant and to help their families and country.

Activity 10

Debate on the following questions:

1. Of natural resources and skilled man-power, which one is more important for national development?
2. Based on the above argument, suggest which parents contribute to combating poverty: Parents who send their children to school or those who do not?

9.3.2 The Impacts of Unplanned Life

- What is a plan? What are the strategies for the implementation of a plan?

'One who saves benefits, one who does not loses'

Ato Forsido and Ato Yala are neighbours working in the same factory.

Ato Forsido is a drunken man who does not lead a good family life. His family lacks peace because in addition to his addiction he also gambles.

He often extravagantly spends money for this reason. Even the bicycle which was used by the family was taken because of his failure to pay his debt. Moreover, his wife is unhealthy because of repeated childbirth and he is unable to properly fund the education of his children.

Ato Yala has four children. Every month he saves three hundred birr at the Saving and Credit Association at his office. All his four children properly attend schools. His wife also attends night school. They are supported by the Saving and Credit Association and by his efforts.

Activity 11

Answer the following questions based on the above story:

1. What is the difference between the life-styles of Ato Forsido and Ato Yala? Who has the habit of saving?
2. Is the expenditure for education and taking care of children planning for the future? How?

Unplanned life harms both the life of an individual and the society. Planning enables us to use money, time and energy properly and only for essentials. Not planning results in wastage of money and hinders us from doing our tasks properly and affects our personal lives and our families.

Summary

Human beings are the only creatures who can plan for their future life. Hence, they have to save what is beyond their present consumption in order to implement their future plans.

The proper utilization of time, money and resources guarantees our future life. For example, completing tasks within the specified time and

working according to a plan are essential for development. Saving enables us to improve our livelihood in the short-term and even to create an asset for our future generation in the long-run.

Saving is helpful for personal improvement, social stability and national development. Thus, there is a need to develop the culture of saving at

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the national level. Then, when there are natural and man-made disasters and displacement of people, the government can provide immediate relief assistance. It can only do this if it has reserves of cereals and other resources. Many developing countries fail to feed their people in the absence of foreign aid because they do not make saving a habit.

Thinking about our future generations and securing their economy is the moral responsibility of all human beings. Therefore, planning and saving

ensure the survival of an individual and the country as a whole. There are three types of savings. These are saving in kind, in cash and of time. There are many extravagant situations in our societies that lead to backwardness. Some of the manifestations of extravagancy include unplanned lives, excess feasting and improper expenditure of assets for temporary consumption. Thus, people have to learn to wisely use their income and think for their future.

Key Words

<i>Home loan:</i>	Money lent by the village creditor, interest must be paid
<i>Greedy:</i>	The habit of not spending money even for essentials or living at the expense of other and unwillingness to share
<i>Consumption:</i>	Clothes, of goods and services for us
<i>Finance:</i>	Money
<i>Input:</i>	Instruments and ingredients used to produce something
<i>Hand to mouth:</i>	An income which is not beyond daily consumption, or low standard of life
<i>Precious stones:</i>	Rare and expensive minerals such as diamonds and rubies

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Saving is the wise use of our income.
2. Wise use of public property is part of saving.
3. Unplanned life harms both the life of an individual and the society.
4. A short-term saving is the basis for long-term saving.
5. There is no poverty where there are natural resources.

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II. Match words or phrases under column 'A' with correct items of column 'B'

A

1. Long-term effect
2. Calculating income and expenditure
3. Time schedule
4. Cereal storage
5. Banking

B

- A. Saving in kind
- B. Mill
- C. Work order
- D. Place for saving money
- E. Knowing wise use of money
- F. Long-term plan
- G. Source of income

III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. Giving a sequence to our deeds in life is called _____.
2. The two basic reasons for saving are _____ and _____.

IV. Choose the correct answer for the following questions

1. Which of the following is not saving in kind?
(a) Car
(b) Diamond
(c) Enset
(d) Knowledge.
2. What is meant by 'time is gold'?
(a) Time can be changed into money like gold
(b) We can borrow time from others like gold
(c) Time is as shiny as gold
(d) Time is very important resource.
3. Greediness differs from saving in that it
(a) depends on harming oneself
(b) shows a high degree of selfishness
(c) does not motivate people to work hard
(d) All are answers.
4. A better deposit of money than putting it as disposal is
(a) Depositing at a bank
(b) Getting insured
(c) Spending on a permanent asset
(d) All of the above.

V. Give short answers for the following questions

1. Explain how investing shows profitability and saving better than depositing.
2. Identify the main types of saving with examples.

UNIT 10

Active Community Participation

By the end of this unit, students will be able to:

- understand the importance of active participation locally and nationally.
- identify the roles of civil societies.
- explain the importance of taking part in civic societies.

10.1 Active Participation in Local Affairs

10.1.1 Active Participation in a Local Development Campaign



Picture 10.1. People planting trees

- Describe how the people in the picture do their activities.

The visit to Mendera

Gelmole is supposed to be producing a surplus because it is naturally endowed with fertile soil suitable for all crop types. The woreda is also gifted with rivers such as the Dache, which flow throughout the year. It is also gifted with forests like Mangore, which are inhabited by wide variety of animal and bird species. However, the people of the woreda used

to lead a hand to mouth life by producing cereals such as teff and wheat only once in a year. There was also no infrastructure and no social services in the woreda. Hence, children lead their lives as cattle keepers and many people got infected and die from diseases that could easily be prevented. There was also a high rate of maternal mortality during child birth. In general, the problems of the woreda were even greater than those mentioned and the people blamed the government because they believed that only the government can fill all these gaps in the woreda. Moreover, they strictly oppose whoever initiates them for developmental activities.

Today, delegates of the woreda composed of elders, famous people, and members of youth and womens associations are visiting Mendera woreda. The delegates crossed their woreda proudly looking at its greenness and fertility.

Mendera was known for frequent drought and its people were dependent on food aid. The youths of the woreda went as migrants to different towns and abroad in the past. The hills in the woreda were barren and the rocks exposed, but, in their visit, the delegates of Gelmole noticed that all these images of Mendera have become history.

Mendera changed as a result of the initiative and active participation of its people. The stone in the woreda has been used to decorate buildings in the nearby towns. The hills and plains of Mendera are found covered with flowers, grasses and other plants because they have been protected from animal and human contact. The people have also

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became cattle and leather producers by modernizing their traditional agricultural systems. To expand all these development the people inside and outside like woreda worked hand in hand. The government and other developmental actors supported their initiatives and efforts.

The government established road and other communication infrastructure. They opened veterinary and farmers training centres in the woreda and they staffed them with professionals. It also supported school and health centre constructions started for the people. Investors attracted by the development by the woreda, built two leather factories and meat and honey processing factories.

The delegates of Gelmole were surprised by the change they saw in Mendera woreda. They were sorry about the time they had wasted waiting for development to come from the government. They returned home inspired and in hurry initiate active community participation in their own woreda.

Activity 1

Organize yourselves into four groups and answer the following questions taken the above passage. Report the results of the discussion to the class.

1. Do you agree to the statement that the major problem of the Gelmole people was the feeling of dependency? Why?
2. Considering your group as the visiting delegates, what would you do after the visit if you were members of the delegate of Gelmole? Report your discussion to the class.
3. What were the results of active community participation in Mendera? Explain how they were achieved.

Active participation in development campaigns is a self-motivated and voluntary activity of citizens for common, local and national benefits. The contribution of individual citizens is the base for active community participation. Community participation can take place

in the form of contributing money, knowledge, ideas labour etc.

Active community participation manifests itself not only in the success of the actors but also in respecting the place, time and rules of working together.

Activity 2

Answer the following questions:

1. What could people contribute to active community participation?
2. Write about four examples that demonstrate active community participation.

10.1.2 Consolidating Democratic Systems



Picture 10.2. Development committee leaders meeting



Picture 10.3. Democratic Election

- Describe what you are understanding from the above pictures.
- How could we know that a given election is democratic or non-democratic?

The town of Muchale

Muchale is a populous old town suffering from lack of clean water. Recently it was hoped that the problem

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of clean water would be solved. This was because the town's developmental committee, which had been elected three years previously, was working on the problem. Particularly the chairman of the committee Ato Wachiso, was able to get a significant amount of funding on the water supply project document. When the chairman came up with the funds and the project to the committee for decision, a member of the committee strongly opposed him.

The man argued that the place where the ground water is found is a family grave yard and digging a water hole there would result in resistance from the local people. Ato Wachiso convinced the rest of the committee members that this was idolatry and backward thinking which should have no acceptance among the people today. He got angry and told that they must not lose this opportunity of using the project document and the fund. Then the issue was supported by a majority vote and the project was given to a contractor. The construction was started two years ago and it is about to be finished.

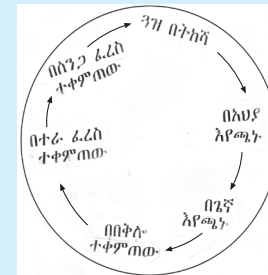
However, the opposition of the people was deep-noted and became a hindrance to the project. This opposition also made Ato Wachiso accountable before a public forum and caused him to be deposed. Eventually, the project was discontinued and the hole is now closed. Water storage is still a problem in the town.

Activity 3

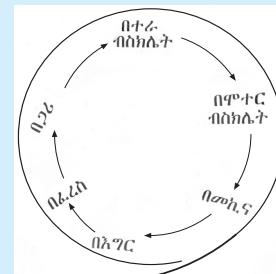
Answer the following questions based on the above case:

1. Who should be accountable for the losses incurred?
2. Do you agree with the statement "Ato Wachiso was unsuccessful in his developmental effort because of his failure to ensure active community participation?" Why?
3. What lesson can be learned about the role of active community participation in the process of building a democratic system?

10.1.3 Community Participation for Ensuring Fast Development in Ethiopia



Picture 10.4. The vicious circle of poverty



Picture 10.5. Coming out of the vicious circle

- Describe the message of the pictures briefly.
- It is obvious that even though there is development in both cases above, the level of development differs. Explain the difference in the level of development.

Awel's family

Awel has recently come back to his home town after completing his education. This night all his family members are gathered together and are having a heated discussion in the light of the lamp. Awel's father and the rest of the family argued that significant change has occurred in the family this year.

Awel opposes this argument, but the family members disagree with him by providing the following evidence for the changes that have happened in the family. They say that their father has been able to harvest increased yields which the family has been consuming throughout the year. The extra produce is sold and the money can be spent on buying soap, salt, and cloth for every member of the family. Also, all male children were enrolled

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in school. These all show development. Moreover, they hope that Awel will lead an urban life. So they argue that Awel has to give due consideration to these developments.

Awel insists in his argument that, it is true that there are relative changes in the household. However, the family is still not out of the circle of poverty. For him basic change has not taken place in the family. He supports this argument by taking the family of Anjulo who learns with him as an example. He said Anjulo's family was at the same level of poverty that we are in today, but, besides producing is enough for their own consumption, they specialized in the types of products which are in great demand in the market. Moreover, produce three crops a year.

By selling their products at a higher price, they have been able to build a new house in the town and arranged for one of their daughters to trade there. In addition, they enrolled all male and female children in school. They also bought a lorry for the elder brother of Anjulo. This shows you that they have broken the circle of poverty. Aren't they investors? You see it is only by bringing about such basic change that we can break the circle of poverty once and for all. All the family members then went to their beds appreciating Awel's maturity.

Activity 4

Answer the following questions based on the above story:

1. If the difference in standard of living of the two families were between two countries, how could it be expressed?
2. Do you agree with the suggestion that 'the vicious circle' of poverty can be broken with fast development? Why?

Our country is found at the highest level of poverty and backwardness. This situation can be changed by the commitment and hardwork of all the people. Nonetheless, small scale development cannot bring the country out of its backwardness once and for all. Rather it is fast and basic development that will bring Ethiopia out of poverty. This means that

there must be significant, tangible and basic change in the life of the people within a relatively short time. Active and continuous community participation is a must to realize fast development and bring the country out of poverty.

Activity 5

Discuss the following questions:

1. Discuss why we say that Ethiopia is found at the highest level of poverty.
2. Do you agree to the suggestion that it is only fast development through active community participation that will bring the country out of poverty?

10.2 The Roles of Civic Societies

10.2.1 The Importance of Strengthening Civic Societies for Active Community Participation



Picture 10.6. Annual Red Cross and Red Crescent Day

- What are the functions of the Red Cross and Crescent societies?
- Mention the activities that the Red cross society can conduct through active community participation.

Voluntary HIV/AIDS blood test

Awareness about HIV/AIDS in our zone has increased. Consequently, the number of people who take part in voluntary blood tests has also shown a tremendous increase. Last year the organization for HIV/AIDS prevention and the social service zonal branch opened a free blood test laboratory service.

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In the first six months more than 300 people used the service and in the second six months the number increased to 700. The reason for this was the awareness creation effort by the organization.

Many people received awareness training in the churches and monasteries in the zone. Centres for 'youth peer teaching' were also established in collaboration with the youth association. These centres provide support and care for people living with the virus.

The organization opened many mini-media clubs in the schools of the zone. Its effort of awareness creation about the disease was appreciable. Material and stationery support was also given to the centres established outside schools. Moreover, short training courses were given to mini-media club organizers, local elders and teachers. A 150 birr subsidy was given, after *Hidar* to 25 helpless people living with the virus.

These all cumulatively resulted in remarkable changes. Significant numbers of students are organized in clubs and are using the mini-media. The young people in different centres started voluntary services by taking care of patients and the vulnerable. In general, observable changes have been seen in the awareness of the people who now know how to protect themselves from the disease, and avoid discrimination. Patients are encouraged by all these changes and start to live more hopefully on the fruits of their own labours.

(Source: Adapted from Addis Zemene Ginbot 7, 1995)

Activity 6

Answer the following questions based on the above information:

1. Mention the civic societies in the article with the contributions of each.
2. Give an example from the article about the role of civic societies in bringing active community participation.
3. In which of the civic societies mentioned in the story would you want to take part? What type of participation would you like?

Group Work

From a group of six and organize each of the groups into two sub-groups. Then choose one of the following topics and debate them. Finally a representative from each group will present the results of the debate to the class.

Topics for debate:

1. Do civic societies benefit society, themselves or their members?
2. Is it appropriate to participate in civic societies?

Civic societies are organizations established by people's voluntary membership. They are association established by the giving of time, knowledge, money and labour of their members. Civic societies are neutral in terms of religion, politics and military activity. They have to be also freed from the influence of these bodies. Even though they get financial support for their social, economic and political activities to satisfy the needs of the people, their purpose is not profit-making. Strong civic societies develop active community participation because they carry out their activities based on the public interest.

The development of active community participation contributes to the construction of the democratic system and the prevalence of good governance.

Activity 7

Answer the following questions:

1. What sort of relations shall civic societies have with the society which they serve?
2. What is the role of civic societies in creating and developing active community participation?

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Summary

Active community participation is a movement of people in which they voluntarily and together contribute to local and national development. Doing it together and in an organized form is a must for the success of active community participation. Such active community participation shall be self-motivated, voluntary and free from religious, political and military influences. Moreover, its purpose has to be not for profit, but for public service. Civic societies develop with the people who hold their interests.

Thus, mobilizing them for their own interest, they teach and motivate active community participation.

Fast development is a guarantee for our country to come out of poverty and backwardness. Active community participation in turn is a must for fast development. Therefore, we have to contribute to our local development and construction of democratic system which will give our society other benefits, if we actively participate in civic societies.

Key Words

Local Development:	The result of activities that improve the social and economic conditions of a village and Kebele
Plan:	A design in which people properly coordinate and implement their labour, time, information, material resources and money to carry out a certain activity in better way
Evaluation:	A process of assessment to know if the planned objectives of an activity are achieved or not and to learn lessons for the next plan

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. For local development to be fruitful, it has to be supported by active community participation.
2. Government is the only owner and actor of developmental activities at different levels in a country.
3. Active community participation will be hindered if the participants involve themselves at any time they wish rather than planned time for local development.
4. Since civic societies are free from the influence of government they shall not be registered and recognized by any governmental authority.
5. The development of active community participation contributes to build democratic system.

II. Match words or phrases under column 'A' with correct items of column 'B'

A	B
1. Trade union	A. Coming together under an association for common objectives
2. Youth Association	B. Social and economic activity in a village
3. Being organized	C. Contributing knowledge
4. Local development	D. A collection under a profession

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5. A manifestation of active community participation
- E. Not a civic society
 - F. An example of civic society
 - G. Any activity of a collection of people, which they carry out by deciding together

III. Choose the correct answer for the following questions

1. Since civic societies are free from governmental influence
 - (a) they are not obliged to obey the constitution
 - (b) they have to be registered and licensed according to an appropriate law
 - (c) they can undertake political and religious activities together with local development
 - (d) they are not governed by rule of law.
2. Why is it that local development activity shall not be left to the government only?
 - (a) It is to inculcate a sense of ownership of development and its results among the people
 - (b) It is to develop a sense of dependency among the people
 - (c) The sustainability (continuity) of local development is ensured when it is only done by the government
 - (d) All are correct.
3. Active community participation in a given society can be expressed in one of the following ways:
 - (a) By being present in local developmental activities
 - (b) By contributing labour in local developmental activities
 - (c) Giving encouragement
 - (d) All are correct.
4. At which level shall active community participation of the people be shown in a social development activity?
 - (a) During planning
 - (b) During implementation of the plan
 - (c) During evaluation of the implementation of the plan
 - (d) All of the above.
5. _____ is one of the criteria to consider a given local developmental activity to be based on active community participation.
 - (a) Doing it individually rather than in an organized form
 - (b) The number of people involved in it
 - (c) Not only doing the task but also its success
 - (d) Profit making.

IV. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. An organization which is free from governmental influence and develops active community participation is called _____.
2. Since ensuring sustainability of local development requires active community participation the tasks shall not be left only to _____.

V. Give short answers for the following questions

1. Mention the three criteria to consider a given developmental activity to be based on active community participation.
2. Mention four of the activities that an individual member of a society can do to ensure his active participation in local development.

UNIT 11

The Pursuit of Wisdom

By the end of this unit, students will be able to:

- develop your interest to education by understanding the importance of knowledge for development, research and innovation.
- understand the importance of information.
- identify sources of information and methods of gathering and using information.

11.1 The Importance of Scientific Knowledge



Picture 11.1. Research in laboratory



Picture 11.2. A teacher in the class



Picture 11.3. Archaeological research

- What do you understand from pictures 11.1, 11.2 and 11.3?
- What does the picture showing a woman in the laboratory tell you about scientific thinking?

The Bat

Long ago there was a famine in the place where the bats were living. All the birds and animals living in the area were victims of hunger. To resist it, they started to borrow food from one another. One of the borrowers was a bat. It had borrowed a lot from many birds.



Picture 11.4. The Bat

When all other birds were able to pay back what they had borrowed the bat was unable to do that even after the bad days had passed. When all birds searched for it, it preferred to escape by hiding itself. Because of this it changed its flight from day to night. Since then it has been known as “የሌሊት ወፍ” (nocturnal bird).

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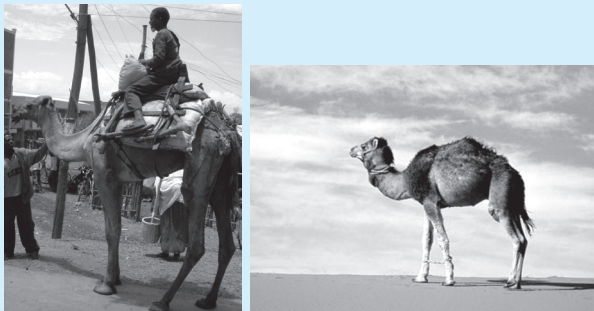
Activity 1

Answer the following questions based on the previous passage:

1. Is the story based on reality? If not, why?
2. Based on your answer to the above question what do you understand about non-scientific thinking?

The Camel

Camel is the tallest of all domestic animals. When it is loaded and unloaded, it kneels down. When it stands up it pulls on its back legs first. So, the person loading it has to carefully catch the camel's neck. Otherwise he or she may spring towards the head of the camel and fall to the ground. Since the camel is stronger than the horse, it can hold heavy loads. The Camel is widely used in northern India, Arab countries and African Deserts. It can travel long distances and stay many days without water. Some species of camel has one hump and others two. The hump of a camel is very fat. As the camel consumes this fat its hump shrinks. This means that it consumes its hump in the absence food.



Picture 11.5. The Camel

The feet of the camel are big and wide. They are lined with thick skin. This enables it to walk easily on the sandy soil of the desert. Since it walks slowly we cannot hear its footsteps when it passes nearby. It has narrow nostrils which can be easily closed and opened. So when the sand blows up the camel protects itself from it by closing its nostrils. Its nostrils smell water from a distance which helps it to find short cuts to water.

(Source: Adapted from Kebede Michael's book)

Activity 2

Answer the following questions based on the story:

1. Do you think that we can prove the truthfulness of the above story? How?
2. What do you understand about scientific thinking from what you have seen so far?

The pursuit of wisdom is a natural behaviour which is a process of seeking knowledge based on scientific thinking. Scientific thinking is empirical understanding and knowledge that we establish about ourselves, the environment and the world. It depends on the kind of information we get from using different methods. This means that it is a mental resource that we develop according to age, experience and level of education, and according to the wideness or narrowness, simplicity or complexity of the information that we get. In other words, the strength of our scientific thinking is measured in terms of the reliability and practicality of the information we have.

Our acquisition of detailed knowledge is necessary to make correct decisions, develop our creativity, bring rapid development and become self-reliant. If a person acquires detailed knowledge about a given issue he/she will be able to make appropriate decision on that issue. For example, scientifically testing different chemicals in the laboratory, the laboratory technician will be able to decide whether the chemicals can be used for producing soap or medicine.

Being knowledgeable helps not only to develop professionalism but also it paves the way for creativity by motivating us for work. For example, one who has detailed knowledge of engineering is motivated to create designs of his own rather than using those created by others.

A country can develop when its citizens are educated. The transformation of citizens to a high level of knowledge means using new innovations, establishing new practices that change life styles and the engagement of many citizens in work. These

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in turn bring about technological development, fast production systems and improved productivity and the development of the nation and prosperity of its people.

Activity 3

Which of the following issues can be considered as scientific? Give your reasons for your classification of the issues as scientific and non-scientific:

1. The moon does not produce its own light.
2. The earth is not spherical but a flat planet.
3. Boiling the water we drink is not necessary to prevent disease caused by micro-organisms.
4. Vaccinating dogs prevents rabies.
5. Thunder is a bullet that is proved when God shoots evil sprits.

11.2 Sources of Information and their Utilization

11.2.1 From where do we get Information?



Picture 11.6. Information can be obtained through cell phone



Picture 11.7. Information can be obtained from newspapers



Picture 11.8. Information can be obtained from books

- What clues do pictures 11.6, 11.7 and 11.8 give you about information?
- Which source of information in the picture comes first, second and last if we arrange the sources according to their importance?

You have to bear in mind that information cannot be viewed in a narrow sense. When we need references for our lessons this means that we need information.

We also need information about when the school will be opened, who teaches us which subject, when the exam dates will be etc. Moreover, we have to get enough and reliable information about local weather conditions and the socio-economic activities of our zone, region and country. For this, we use telephones, newspapers, radio, TV and other media. However, when we need detailed educational information we have to go to the library to refer to books.

Information is obtained from experience, education and training, varied reading, radio and TV and other Media. In other words, scientific thinking is a reflection of the real world. We gather truth through our five sense organs and through the observation and research of others.

The information that we get from personal experience is often informal. Such information is our perception of the people around us, weather conditions, animals, plants etc. Perceived information is information which we acquire whether we want it or not.

As we move from place to place and a continuously interact with people and things around us, we cannot avoid the acquisition of such information.

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Perception is our interaction with our environment in our five sense organs. We acquire information from the mass media while we are entertained, attending news or reading newspapers and magazines. They are often up-to-date and connect us with global realities.

Information from school is more reliable and important. This is because of the following reasons. Firstly, the information is reliable in that it is obtained from trained and qualified professional teachers. Secondly, the information is reliable and capacity based. These means that education that is being delivered is designed according to the age, knowledge and life styles of the recipients. Moreover, it is based upon a planned curriculum and textbooks.

11.2.2 How to Apply Information?

- How do you handle the information you get everyday?
- How do you use the pieces information you have collected in your note books?

Nowadays, it is said that “information is life!” this is to mean that information is decisive for a modern man or woman. People and countries far from each other today have very much in common. For example, even though China and Ethiopia are located far apart in world, they have to work cooperatively in trade, political and socio-economic issues. Therefore, they have to exchange day-to-day information. In short, to have a complete personality and become good citizens we have to get enough and reliable information.

However, getting information is not enough. We have to consider the following three points regarding the information we get.

1. We have to record the information we have received. For example, have you recorded grade level of the age, sex and students of your school? Do you record the weather conditions of your locality? What about the health of your family and yourself? Do not forget that all these are important pieces of information.

2. We have to take care of the authenticity of the information we get. For example, if we want to know about the annual climatic condition of our zone, we have to get the information from a meteorologist. We do not have to accept the guesses of people who say “it may rain” as true. Even when we refer to books for our education we have to refer only to those which are written by professional authors. There are books written for profit and they do not give us reliable knowledge.
3. We have to handle properly and protect the information that we get by our own efforts or that others process and give us. This means that we have to keep it confidential with their sources in a special note book. If it is from interviews we have to record them in audio or video cassette and keep them as a document. So a clever student gives careful attention to acquiring and keeping information.

Activity 4

Answer the following questions:

1. From what sources can we get information?
From where can we get better information?
2. What care shall we take besides acquiring information?
3. Why is information decisive in modern life?

11.3 Backward Thinking and Boastful Sayings

11.3.1 Backward and Boastful Sayings in Our Locality

- What do we mean when we say someone has backward thinking?
- Have you ever faced people with backward thinking?
In what way do they manifest their backward thinking?

The Pursuit of Wisdom

ፊታውራሪ መሸሻና ወይዘሮ ጥሩዓይት

ፊታውራሪ መሸሻና ሚስታቸው ወይዘሮ ጥሩዓይት በዘር ያክለናል-ይመስለናል የማይሉት ሰው ልጃቸውን ለጋብቻ ሲጠይቅ እንኩዋንስ ለመስጠት መጠየቃቸውን እንደውርደት እየቆጠሩት እጅግ ያዘኑ ነበር።

«ወዬው ጉድ ጆሮ አልሰማም አይልምኩ!» ይላሉ ፊታውራሪ።

«ዛሬ ደግሞ ምን ሰሙ ጌታዬ? » ሲሉ ይጠይቃሉ ባለቤታቸው።

«ቀኛዝማች እክሌ ሰብለውንጌልን ለልጅ ለመነኝ»።

«ቀኛዝማች እገሌ የማን ልጅ ነው ? » በማለት ባለቤታቸው ይጠይቃሉ።

«አባቱን እንኩዋን እኔ እሱም አያውቀው»።

«ትልቅ ድፍረት ነው!» በማለት ይቆጣሉ ወይዘሮ ጥሩዓይት።

«በሌላ አጋጣሚ ደግሞ ፊታውራሪ ግራዝማች እገሌ ልጅን ስጠኝ አለኝኮ ጥሩ !» ይላሉ።

«የማን ልጅ ነው ጌታዬ? »።

«አባቱ ሰው አይደለም ገበሬ ነው!»።

«ምነው ይህን ሳልሰማ በሞትሁ!» በማለት ጥሩዓይት ያማርራሉ።

«ባላምባራስ እገሌ ልጅህን ስጠኝ ብሎ አማላጅ ላከብኝኩ፤ ሀ.. ሀ..ሀ... ወይ ጊዜ!»

«የማን ልጅ ነው? » በማለት ጥሩዓይት ይጠይቃሉ።

«አባቱ ብዙ ላም የነበረው ባለጌ ባላገር ነበር እሱ ላሙን ሁሉ አውርሶት ሞተ አሁን አንቱን በፋጋ እየጠጣ ሆዱ ሲነፋ ጊዜ ከሰው እኩል የሆነ መስሎት ይኼዎ የኛን ልጅ ይለምን ጀመር።

«ይበለን ሽረ ይበለን ሲያንሰን ነው ሲያንሰን ነው እንደታሰርን ሁሉ ይህን አገር መልቀቅ አቅቶን የባላገር መጫወቻ ሆንን» ይላሉ ወይዘሮ ጥሩዓይት።

«ታዲያ ለነዚህ ልጅን ልስጥ? የእሌኒን የገላውዴዎስን ልጅ ለገበሬ ለነጋዴ ልስጥ ? እነሱ ባያዩ ባይሰሙ አጥንታቸው አይከሰኝም? አይወቅሰኝም?» ይላሉ ፊታውራሪ።

«እርስዎም ልስጥ ቢሉ እኔን መቃብር ሳይጫነኝ ልጄ አጥንተ ሰባራ አታገባም :: እንዲያውም አላቸዋ አግብታ ዘር ከምታበላሽ የሚያክላት-የሚመስላት አጥታ ሳታገባ ቀረች ቢባል ክብሯን ይጨምረዋል ::»

እውነትሽ ይላሉ ፊታውራሪ

(ፍቅር እስከ መቃብር ገጽ 86-87 በመጠኑ ተሻሽሎ የተወሰደ)

Activity 5

Answer the following questions based on the story:

1. Which expressions of the characters in the story show backward thinking?
2. Do you see boastful view points that violate the rights of women in the speeches of Fitawrari Meshesha and W/ro TiruAynet? How?
3. Can we say that there are racial superiority and inferiority as Fitawrari and his wife said?

Often backward thinking passes from generation to generation orally and in practice. This means parents and grandparents transfer the life's principles and public thinking which they believed in and lived to the next generations.

This thinking which was accepted by the majority of people in their time may be destructive and impractical for the next generations. For example, the life principles of Fitawrari and his wife in the above story used to appear correct in their time. However, with the improvement of awareness, this thinking has become absolutely backward and boastful. In our time today we believe that a girl shall not have an arranged marriage *i.e.*, of her parents/choice of husband. Rather she has to attend to her education without the influence of anybody and determine her fate by herself when she completes her education.

Moreover, marriage in our time should not be based on caste (race). Because everyone today is equal before the law and his or her occupation is equally respected.

We have to bear in mind that there is much backward thinking in our localities. This knowledge enables us to take care of and correct it. Even though backward thinking in our locality is a mental attitudes, it is manifested in many ways such as proverbs, stories, and ironic speeches, slips of tongue, jokes and beliefs. There are also expressions that make one race superior to the other. These expressions include የትልቅ ሰው ዘር (the family of

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the best race) and የልዑላን ዘር (Royal Family). Until today, some people believed that beauty, good luck and wealth were the gift for only some races.

There is also biased thinking about occupations. Accordingly farming, trade and professions like this were considered to be the occupations of only a few races and unfit for people of the “great race”. This thinking has been reflected in sayings, stories and jokes. But all these boastful thoughts are unscientific and hence they need to be corrected and avoided before being passed on to the next generation. This is because; they endanger the peaceful co-existence of people. Moreover, they adversely affect fair thinking, the peace of the nation and the unity of the people. Therefore, we need to fight and avoid them as early as possible.

Activity 6

Discuss the following questions:

1. What could be the impact of backward thinking on the peaceful co-existence of the people?
2. Why are people affected by backward thinking?
3. How does the development of scientific thinking help us to be freed from backward thinking?

11.4 Reading

11.4.1 Developing Reading Habit

- What is reading?

Reading is an instrument for acquiring knowledge by which we enrich the knowledge we get from our teachers by making additional efforts by ourselves. Therefore, we have to read not only what we learn in classes, but also additional reference materials. If our teacher has taught us about the uses of the cow, we have to read additional reference books about cows from the library. This makes our knowledge deep rooted. It is appropriate to allot time and choose a place for reading. We do not have to be shy of reading for these reasons. If we have the habit of reading we can read everywhere. For example, under a tree, in a taxi, in the salon, in our bedroom etc. People

whom we consider to be great became great through reading. So you (students) are expected to read a lot in order to make your country famous.

Activity 7

Discuss the following questions:

1. What is meant by the statement “reading is an instrument of knowledge”?
2. What has to be done in order to develop the habit of reading?

11.4.2 Making Strategies for Studying Lessons

- How do you study your lessons?
- Discuss the questions that follow the following story.

Nuramo's strategy of studying

Often Nuramo studies for long hours, even sometimes for the whole night. But he usually asks himself “Why is it that I do not achieve a good result?” His goal was to make his classmates envious by coming first in the class.

Later on he decided to change his studying style. This was to make a schedule to study each subject for a limited time, instead of studying a single subject for many hours. According to the schedule he allotted a longer time for subjects that were difficult for him. Moreover, he decided to study these subjects little by little everyday. Particularly he decided to revise mathematics at the end of each lesson. In this process, Nuramo become successful and came first from in class in the first semester.

Activity 8

Give answers to the following questions:

1. What do you understand from Nuramo's studying strategy?
2. Do you think that studying for a long time or studying only one subject bring success? If not why?
3. Is making a schedule for study useful? How?

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With regard to study we have to first consider its importance. Studying is useful to be acquainted with great knowledge. This knowledge in turn enables us to reach at a higher level in our education. A person having a higher educational standard benefits himself and the nation. He benefits himself by being successful in his education and being employed in a job that earns high salary. He also benefits the nation by becoming a strong doctor or renowned teacher or a political leader who loves his people.

Studying is a must for getting knowledge. Our study shall not be arbitrary, rather it has to be scheduled. Our reading for general knowledge and information differs from our reading for academic purpose. Reading for general purposes does not require a special schedule. But, reading for academic purposes needs scheduling. In general when we plan to study, we have to consider the following points.

- 1. Understanding the Use of Time:** Scholars advise us to choose an appropriate time for our study. Accordingly, we should not study when we are sleepy or tired. This is because studying requires a refreshed mind. Related to this we have to consider the length of time we spend studying. Here, we have to bear in mind that we do not understand lessons because we study them for a long time.
- 2. Developing Co-operative Learning:** Psychologists advise that discussion and debate in pairs or groups is very useful for studying. When we explain to our friends and when they explain to us knowledge becomes clearer and more tangible.
- 3. Choosing Convenient Place for Study:** It is preferable to choose to study, because this helps us to concentrate on our study. However, whether we are alone or with others we should not study in a place where there are pictures or strong smell because these things affect our concentration. Moreover, there should be

clean air and enough light in the place and our clothing shall not expose us to the cold. The chair we are sitting on should be hard and enable us to sit straight.

- 4. Making a Schedule:** Making a schedule is determinant factor for our study. It enables us to control hindrances to our study and guides us how long to allocate for which subject, because we do not have to study all subjects for equal periods. Rather, we should give more time for those objects which are difficult for us.
- 5. Understanding the process of study:**
 - Skimming:* It is reading roughly and quickly to grasp the general content of the lesson. This enables us to know what instruments to prepare and other conditions we have to fulfill.
 - Questioning:* In our rough reading we have to raise basic questions that have to be answered in our study. Then, our study continues until we are able to answer these questions.
 - Detailed Reading/Interview Reading:* It is a deep reading that we make in the main part of our study. At this stage we try to grasp the essence (main points) of the lesson.
 - Considering the Practicality of our Study:* While we are grasping the essence of the lesson, it is good to think how we can implement it in our life. This is to relate what we study with the real life situation. For example, if we are studying about vegetables thinking about how we can produce vegetables in our yard, this deepens our study. Furthermore, at this stage we have to evaluate ourselves to see how far we have understood the lesson.

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Activity 9

Answer the following questions:

1. What is the role of reading in the process of learning?
2. Is choosing a place for reading a must? How?
3. What is meant by knowing the use of time in studying?
4. Have you ever read things outside of your lessons? What benefit have you got by reading them?
5. What should you do at the following stages of your study:
 - (a) Skimming?
 - (b) Questioning?
 - (c) Considering the practicality of study?

Summary

Scientific thinking is obtained particularly from education through reading, observation and research. It is an instrument that enables us to change ourselves and the environment.

Leading ourselves according to intangible guesses and practices makes us backward. Likewise, thinking ourselves as superior or inferior to others based on race, class, occupation is also inappropriate. It is

obvious that such thinking hinders self and national development.

Study is a process that enables us to grasp appropriate knowledge in timely way. Successful study needs planning, objectives and other resources. Before we finish studying, we have to evaluate our success and before we start studying we have to make ourselves ready.

Key Words

<i>Science:</i>	A search to acquire knowledge based on empirical (tangible) evidence
<i>Informal information:</i>	The information that is obtained from various sources without enrolling in schools or without attending a curriculum based education
<i>Boastfulness:</i>	The psychological feeling of superiority in which one considers himself above all others human creatures
<i>Examining:</i>	The process of checking and rechecking the reliability of information or knowledge
<i>Study:</i>	An attentive process of building knowledge by examining various sources of information and understanding theories deeply
<i>Skimming:</i>	An introductory reading to the main study

Unit Review Exercises

Do these review exercises in your exercise book.

I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. A country can develop when its citizens are educated.
2. Reading is unimportant instrument for acquiring knowledge.

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3. Scientific knowledge is essential to lead life in a better way.
4. Wasting a lot of time by studying is appropriate.
5. Reading can be considered as a skill that feeds about half of our personality.

II. Match words or phrases under column 'A' with correct items of column 'B'

- | A | B |
|---|---|
| 1. The main source of scientific thinking | A. An educated woman is advantage us for all |
| 2. Advantage of skimming | B. Introducing oneself to the contents of a lesson |
| 3. Schedule for study | C. Helps to appropriately use of our time for study |
| 4. Skimming | D. Helps to know the contents of the lesson |
| 5. An example modern thinking | E. A thorough reading process |
| | F. School |

III. Choose the correct answer for the following questions

1. When can boastful thinking be changed?
(a) When a generation is acquainted with scientific thinking
(b) When schools are expanded
(c) When science and technology are developed
(d) All are correct answers.
2. Which of the following is wrong about study skills?
(a) We should only study in school
(b) We have to study only before the exam days
(c) It will enable us to study our lesson little by little at the beginning
(d) It will not include the experience of studying with others.
3. Which of the following is the best source of information for study?
(a) TV
(b) Radio
(c) Library
(d) Newspaper.
4. What is the advantage of taking notes during study?
(a) To forward unclear points for discussion
(b) To evaluate our understanding of the lesson
(c) To improve our skill of writing compositions
(d) (a) and (b).
5. In which of the following can boastfulness be noticed.
(a) Being born wealthy
(b) Though a woman knows, a man makes the decision
(c) Educating women is an advantage for all
(d) (a) and (b).

IV. Give short answers for the following questions

1. What are the basic advantages of scientific knowledge?
2. How can backward thinking endanger national peace?
3. What is the importance of questioning in the process of studying?
4. What could be the role of youth in fighting backward thinking?

V. Make a study schedule and show it to your teacher.