CIVICS AND ETHICAL EDUCATION

Student Textbook
Grade 12

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Introduction

This book is written for students studying Civics and Ethical Education in Grade 12. It will guide you through the 11 values with readings, case studies, questions and illustrations to support the text. Each unit begins with an introduction and states the lessons and the outcomes. It also provides a list of the key words and concepts you will meet in the unit.

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

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

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

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

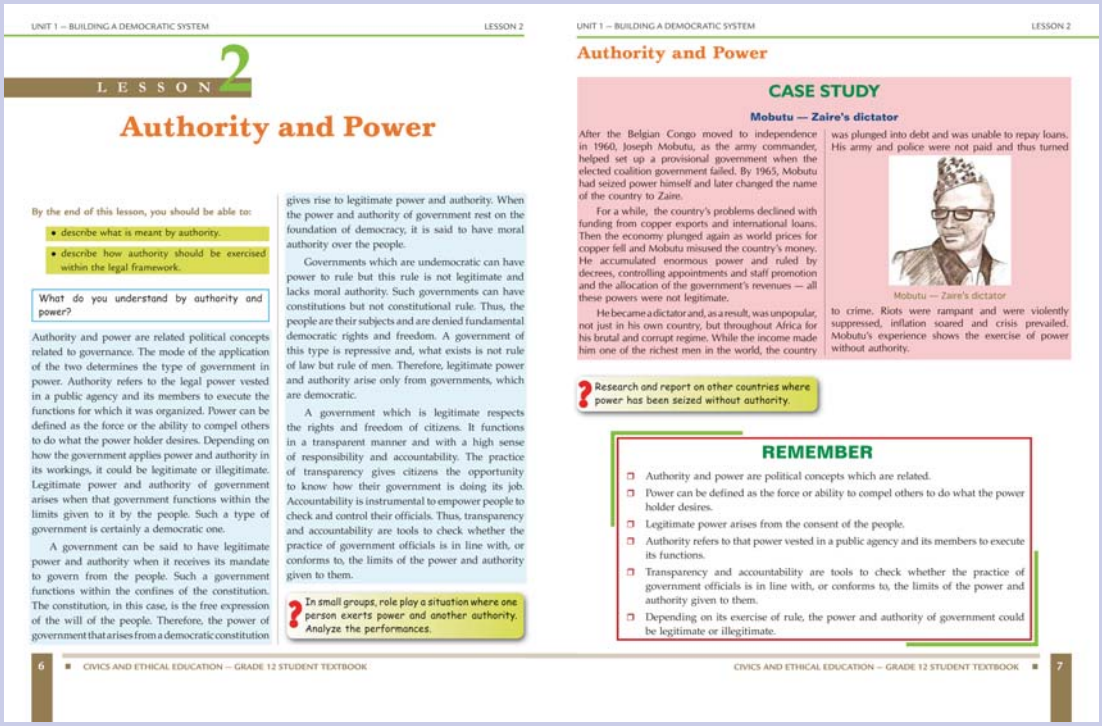
On many pages, you will find photographs or pictures which illustrate the topic you are studying.

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

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

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

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



UNIT 1 – BUILDING A DEMOCRATIC SYSTEM LESSON 2

LESSON 2

Authority and Power

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

- describe what is meant by authority.
- describe how authority should be exercised within the legal framework.

What do you understand by authority and power?

Authority and power are related political concepts related to governance. The mode of the application of the two determines the type of government in power. Authority refers to the legal power vested in a public agency and its members to execute the functions for which it was organized. Power can be defined as the force or the ability to compel others to do what the power holder desires. Depending on how the government applies power and authority in its workings, it could be legitimate or illegitimate. Legitimate power and authority of government arises when that government functions within the limits given to it by the people. Such a type of government is certainly a democratic one.

A government can be said to have legitimate power and authority when it receives its mandate to govern from the people. Such a government functions within the confines of the constitution. The constitution, in this case, is the free expression of the will of the people. Therefore, the power of government that arises from a democratic constitution gives rise to legitimate power and authority. When the power and authority of government rest on the foundation of democracy, it is said to have moral authority over the people.

Governments which are undemocratic can have power to rule but this rule is not legitimate and lacks moral authority. Such governments can have constitutions but not constitutional rule. Thus, the people are their subjects and are denied fundamental democratic rights and freedom. A government of this type is repressive and, what exists is not rule of law but rule of men. Therefore, legitimate power and authority arise only from governments, which are democratic.

A government which is legitimate respects the rights and freedom of citizens. It functions in a transparent manner and with a high sense of responsibility and accountability. The practice of transparency gives citizens the opportunity to know how their government is doing its job. Accountability is instrumental to empower people to check and control their officials. Thus, transparency and accountability are tools to check whether the practice of government officials is in line with, or conforms to, the limits of the power and authority given to them.

? In small groups, role play a situation where one person exerts power and another authority. Analyze the performances.

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UNIT 1 – BUILDING A DEMOCRATIC SYSTEM LESSON 2

Authority and Power

CASE STUDY

Mobutu — Zaire's dictator

After the Belgian Congo moved to independence in 1960, Joseph Mobutu, as the army commander, helped set up a provisional government when the elected coalition government failed. By 1965, Mobutu had seized power himself and later changed the name of the country to Zaire.

For a while, the country's problems declined with funding from copper exports and international loans. Then the economy plunged again as world prices for copper fell and Mobutu misused the country's money. He accumulated enormous power and ruled by decrees, controlling appointments and staff promotion and the allocation of the government's revenues — all these powers were not legitimate.

He became a dictator and, as a result, was unpopular, not just in his own country, but throughout Africa for his brutal and corrupt regime. While the income made him one of the richest men in the world, the country was plunged into debt and was unable to repay loans. His army and police were not paid and thus turned

Mobutu — Zaire's dictator

to crime. Riots were rampant and were violently suppressed, inflation soared and crisis prevailed. Mobutu's experience shows the exercise of power without authority.

? Research and report on other countries where power has been seized without authority.

REMEMBER

- Authority and power are political concepts which are related.
- Power can be defined as the force or ability to compel others to do what the power holder desires.
- Legitimate power arises from the consent of the people.
- Authority refers to that power vested in a public agency and its members to execute its functions.
- Transparency and accountability are tools to check whether the practice of government officials is in line with, or conforms to, the limits of the power and authority given to them.
- Depending on its exercise of rule, the power and authority of government could be legitimate or illegitimate.

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Unit 1
Building a Democratic System

Introduction

In this unit, you will learn how power and authority are practiced under a democratic system. You will learn how the government and its citizens work together to uphold democracy. Furthermore, you will learn the constitutional rights and obligations that citizens and their government have. You will further develop your knowledge on the distribution of state power in Ethiopia and how the federal systems of government work. Moreover, you will learn the instrumentality of foreign relations to accelerate development and enhance democracy in the country.

Lessons

1. The Necessity of a Democratic System
2. Authority and Power
3. Constitutional Rights versus Constitutional Obligations
4. State Power Distribution in Ethiopia
5. Ethiopian Foreign Relations

What you will learn

You will:

- recognize the necessity of a democratic system.
- realize the difference between authority and power.
- understand the relationship between constitutional rights and obligations.
- appreciate the importance of foreign relations.

Key words and concepts

- Authority
- Constitutional democracy
- Constitutional obligations
- Constitutional rights
- Democratic system
- Direct democracy
- Federal government
- International relations
- Power
- Representative democracy
- Regional government



Voting in elections — One of the pillars of democracy

LESSON 1

The Necessity of a Democratic System

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

- explain the principles of democracy.
- explain the features of a constitutional democratic system.
- identify between direct and representative democracy.
- state the differences between parliamentary and presidential democracy.

Why is a democratic system necessary?

Today, many more countries in the world are marching on the road to democracy than ever before. This is also the case in Africa where many more countries are trying to exercise democratic systems. A democratic system creates the condition for political, economic and cultural equality. It upholds rule of law, human rights and freedom. These are necessary for individual and societal development. Above all, a democratic system upholds constitutionalism as a state ethos. This is so because constitutionalism is the lifeline of democracy.

Democracy is practiced in two ways: direct and indirect. Direct democracy is the ancient form which still works among communities of a small size. Today, it can be practiced when a referendum is requested by political groups or a community. Indirect democracy is the modern form which is widely practiced in today's world. It is also called representative democracy because people are involved in the political process through representatives they elect.

A democratic system runs in three ways —Parliamentary, Presidential, and Combined Parliamentary and Presidential Democracy.

A Parliamentary Democracy is led by a Prime Minister. He/she is appointed from the winning party and has to be a Member of Parliament. The Prime Minister leads the Executive Branch of government and at the same time is the member of the Legislative Branch. For some, Parliamentary Democracy weakens effective checks and balances between the three branches of government. For others, enacting laws is much easier under a Parliamentary Democracy. Britain is a good example of Parliamentary Democracy.



Houses of Parliament in Britain

The Necessity of a Democratic System

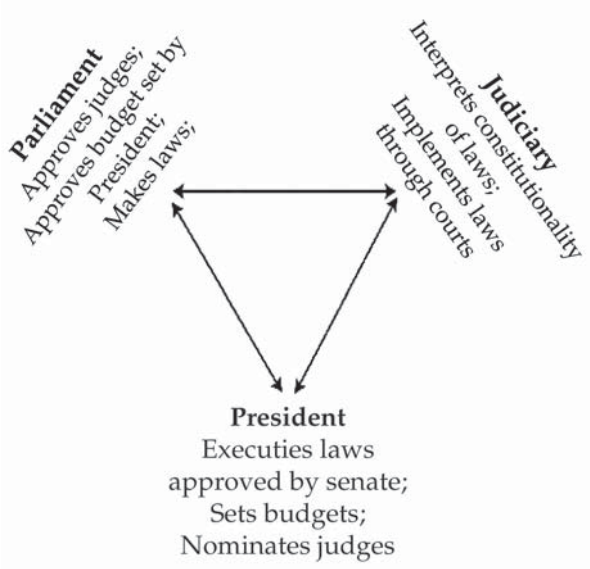
A Presidential Democracy is led by a President. Under Presidential Democracy, the people choose their representatives and the President separately. The President heads the Executive Branch and the representatives head the Legislative Branch of government. In this system, the branches of government function independently.

Under a Presidential Democracy, checks and balances are implemented more effectively than in a Parliamentary Democracy. The Legislative and the Executive branches have the power to veto bills forwarded by the other. However, this leads to negotiation and compromise to pass the vetoed bills between the branches of government. The United States of America is a good example of a Presidential Democracy. The President has the power to set the annual budget but this must be approved by the Parliament. He also has the right to nominate judges who need to be approved by Parliament. On the other hand, the Parliament has the right to formulate laws that must be implemented by the Executive, *i.e.*, the President. The Judiciary is entitled to interpret the constitutionality of these laws formulated by the Parliament and the acts of the Executive.

Moreover, although the President has the power to make treaties with other countries, if the Senate does not agree, then he has to change his action until it is approved. He can also refuse to sign a bill that has been passed by both houses (Senate and House of Representatives), but must explain why, before the bill is returned for a further vote in each house. A majority vote in both houses will ensure the bill becomes law, even if the President does not approve.



White House, USA — Presidential seat



US system of Presidential Democracy

The third system is called combined Parliamentary and Presidential Democracy. This is the hybrid of the first two. The people, through a separate process, elect the President in this system. The members of the legislature are elected by another process. The Prime Minister, being a Member of Parliament, is elected from the winning party. The President is head of state with defined power and authority. The Prime Minister is head of government and works under close supervision of the President. France exemplifies the hybrid system of democracy.

? Imagine that the whole class is a state; separate it into unitary or federal arrangements (i.e., smaller sections). Illustrate how the three types of democratic system — Parliamentary, Presidential, and Combined Parliamentary and Presidential Democracy, elect their President and/or Prime Minister.

The Necessity of a Democratic System

CASE STUDY

Thomas Jefferson – The Author of Declaration of Independence

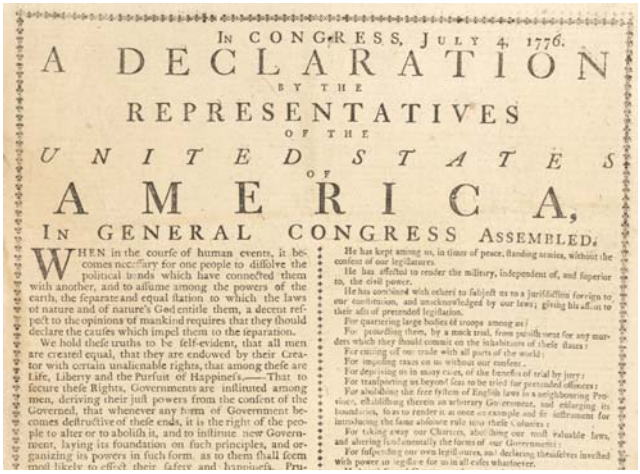
Thomas Jefferson was the second President of the USA. Apart from being President of the United States of America, he is known as one of the founding fathers of America's democracy. He wrote the famous 'Declaration of Independence', a portion of which reads as follows:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.... governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the Right of the people to alter or abolish it, and to institute a new Government...

? Discuss how these rights, life, liberty and the pursuit of happiness, impacted on the future development of democracy.

REMEMBER

- Today, many more countries in the world are exercising democracy.
- A democratic system creates the condition for political, economic, and cultural equality.
- A democratic system upholds constitutionalism.
- Under a Presidential Democracy, checks and balances are said to be implemented more effectively than in a Parliamentary Democracy.
- Enacting laws is easier under Parliamentary Democracy.



IN CONGRESS, JULY 4, 1776.

A DECLARATION BY THE REPRESENTATIVES OF THE UNITED STATES OF AMERICA,

IN GENERAL CONGRESS ASSEMBLED;

WHEN in the courſe of human events, it becomes neceſſary for one people to diſſolve the political bands which have connected them with another, and to aſſume among the powers of the earth, the ſeparate and equal ſtation to which the laws of nature and of nature's God entitle them, a decent reſpect to the opinions of mankind requires that they ſhould declare the cauſes which impel them to the ſeparation.

We hold theſe truths to be ſelf-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among theſe are Life, Liberty and the Purſuit of Happineſs.—That to ſecure theſe Rights, Governments are inſtituted among men, deriving their juſt powers from the conſent of the Governed, that whenever any form of Government becomes deſtructive of theſe ends, it is the right of the people to alter or to aboliſh it, and to inſtitute new Government, laying its foundation on ſuch principles, and organizing its powers in ſuch form, as to them ſhall ſeem moſt likely to effect their ſafety and happineſs. Pru-

He has kept among us, in times of peace, ſtanding armies, without the conſent of our legiſlatures.

He has affected to render the military, independent of, and ſuperior to, the civil power.

He has combined with others to ſubject us to a juriſdiction foreign to our conſtitution, and unacknowledged by our laws; giving his aſſent to their acts of pretended legiſlation:

For quartering large bodies of troops among us:

For protecting them, by a mock trial, from puniſhment for any murders which they ſhould commit on the inhabitants of theſe ſtates:

For cutting off our trade with all parts of the world:

For impoſing taxes on us without our conſent:

For depriving us in many caſes, of the benefits of trial by jury:

For tranſporting us beyond ſeas to be tried for pretended offences:

For abolishing the free ſyſtem of Engliſh laws in a neighbouring Province, eſtabliſhing therein an arbitrary Government, and enlarging its boundaries, ſo as to render it at once an example and fit inſtrument for introducing the ſame abſolute rule into theſe colonies:

For taking away our Charters, abolishing our moſt valuable laws, and altering fundamentally the forms of our Governments:

For ſuſpending our own legiſlatures, and declaring themſelves invested with power to legiſlate for us in all caſes whatſoever.

A section of the original Declaration of Independence

LESSON 2

Authority and Power

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

- describe what is meant by authority.
- describe how authority should be exercised within the legal framework.

What do you understand by authority and power?

Authority and power are political concepts related to governance. The mode of the application of the two determines the type of government in power. Authority refers to the legal power vested in a public agency and its members to execute the functions for which it was organized. Power can be defined as the force or the ability to compel others to do what the power holder desires. Depending on how the government applies power and authority in its workings, it could be legitimate or illegitimate. Legitimate power and authority of government arises when that government functions within the limits given to it by the people. Such a type of government is certainly a democratic one.

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Governments which are undemocratic can have power to rule but this rule is not legitimate and lacks moral authority. Such governments can have constitutions but not constitutional rule. Thus, the people are their subjects and are denied fundamental democratic rights and freedom. A government of this type is repressive and, what exists is not rule of law but rule of men. Therefore, legitimate power and authority arise only from governments, which are democratic.

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? In small groups, role play a situation where one person exerts power and another authority. Analyze the performances.

Authority and Power

CASE STUDY

Mobutu — Zaire's dictator

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For a while, the country's problems declined with funding from copper exports and international loans. Then the economy plunged again as world prices for copper fell and Mobutu misused the country's money. He accumulated enormous power and ruled by decrees, controlling appointments and staff promotion and the allocation of the government's revenues — all these powers were not legitimate.

He became a dictator and, as a result, was unpopular, not just in his own country, but throughout Africa for his brutal and corrupt regime. While the income made him one of the richest men in the world, the country was plunged into debt and was unable to repay loans. His army and police were not paid and thus turned to crime. Riots were rampant and were violently suppressed, inflation soared and crisis prevailed. Mobutu's experience shows the exercise of power without authority.



Mobutu — Zaire's dictator

Research and report on other countries where power has been seized without authority.

REMEMBER

- Authority and power are political concepts which are related.
- Power can be defined as the force or ability to compel others to do what the power holder desires.
- Legitimate power arises from the consent of the people.
- Authority refers to that power vested in a public agency and its members to execute its functions.
- Transparency and accountability are tools to check whether the practice of government officials is in line with, or conforms to, the limits of the power and authority given to them.
- Depending on its exercise of rule, the power and authority of government could be legitimate or illegitimate.

LESSON 3

Constitutional Rights versus Constitutional Obligations

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

- list constitutional rights and constitutional obligations.

What are your constitutional rights and obligations? State some of them.

A constitution is the fundamental law of a country. It defines social and state organizations, the principles of the electoral system, the structure of government bodies and the basic rights and duties of citizens. Citizens have constitutional rights to enjoy. For example, citizens' right to education, health care and freedom of expressions are stated in a democratic constitution. In a democracy, the government upholds and defends the constitutional rights of the people.

Constitutional obligations are duties citizens have to respect for their own well-being and that of society. Paying tax, responding to national emergency calls positively and other duties expected of citizens are part of their obligations. In democratic societies, the rights and obligations that citizens have for the most part are kept in balance. As a citizen of this country, you have rights to enjoy and obligations to observe. Obviously, interdependency exists between these two seemingly opposite concepts. The life of every human being involves rights on the one hand and obligations on the other. So, you have to regard your obligations as good as your rights. To better understand how rights and obligations go together, you can think of your own classroom situation. In your class, or in the school at large, you have certain rights to enjoy such as using the school facilities. You have also certain obligations to undertake such as to protect the school facilities from damage. In the wider society, you have the right to work and earn an income for a living. However, your right to work is related to your obligation to pay tax proportional to the income you earn.

A democratic system is not possible without a democratic constitution which is an expression of the will of the people. A democratic constitution paves the way for constitutionalism. Constitutionalism may be defined as an ideology, which advocates that everything in a state and every action of the government should be in accordance with the constitution. It does not allow unconstitutional practices and extra-constitutional authorities. Constitutionalism limits the powers of the government. In doing so, it restricts the rights and duties of government and other organs of the state and its citizens. A democratic constitution clearly stipulates the rights and obligations that citizens and their government have. It is the foundation for democratic governance.

One example is the right to freedom of thought, opinion and expression as stated in the FDRE Constitution, Article 29. This right also comes with an obligation to use it in a legal manner. Accordingly,

Constitutional Rights versus Constitutional Obligations

in terms of the right of freedom, the Constitution in sub-article 2 states:

Everyone has the right to freedom of expression without any interference. This right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any media of his choice.

As an obligation the Constitution stipulates in sub-articles 6 and 7:

6. *These rights can be limited only through laws which are guided by the principle that freedom of expression and information cannot be limited on account of the content or effect of the point of view expressed. Legal limitations can be laid down in order to protect the well-being of the youth, and the honour and reputation of individuals. Any propaganda for war as well as the public expression of opinion intended to injure human dignity shall be prohibited by law.*
7. *Any citizen who violates any legal limitations on the exercise of these rights may be held liable under the law.*

CASE STUDY

The dilemma of rights versus obligations

Freedom of speech is one of the fundamental rights enshrined in our democratic Constitution. Mr. X believed in that right when he made a speech in public accusing a colleague, Mr. Y of being corrupt.

Mr. Y protested and brought his case to court where Mr. X was made aware of the obligations he had relating to his rights.

? In small groups consider how far you can take your right to freedom of thought, opinion and expression before you risk prohibition by the law. Can a work of art, drama or music be interpreted as unlawful?

REMEMBER

- A constitution is the fundamental law of a country.
- Constitutional obligations are duties citizens have to respect for their own well-being and that of society.
- Constitutionalism does not allow unconstitutional practices and extra-constitutional authorities.
- In democratic societies, the rights and obligations that citizens have are kept in balance.
- A democratic system is not possible without a democratic constitution.
- A democratic constitution clearly states the rights and obligations that citizens and their government have.

LESSON 4

State Power Distribution in Ethiopia

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

- explain the structure of the state and political power distribution in federal Ethiopia.

Describe an aspect of state power distribution under one of the Ethiopian systems of government. Share your ideas with others in class.

Until 1995, Ethiopia was a unitary state. Today, the country has a federal system of government. Most unitary governments in the world monopolize power in the hands of the executives at the center. However, there are a few unitary governments which are democratic. The UK is one example. Where there is a homogenous society, it is believed that a unitary democratic system of government fits. When a society is composed of culturally heterogenous groups, due to the desire to address the cultural differences and promote their development, a federal system of government may be preferred.

The federal system of government can be organized based on geographical features, such as rivers, mountain chains etc., or on ethno-cultural backgrounds. The former gives rise to a territorial based federation and the latter to an ethnic based federation. A country with a culturally homogenous population can have territorial based federation like in Germany. Moreover, the objective of federal administration is to bring people and regions closer together to promote development and create a political community which is unitary in spirit.

The 1995 Constitution of the country declared Ethiopia a federal democratic republic with nine Regional States. The federal system of government devolves power to the regions to avoid a monopoly at the center. This shows that a federal system of government has elements of checks and balances of power between the federal and regional states.

The devolution of power from the centre to the regions gives the people the right to exercise power and authority on the one hand and undertake responsibility on the other. The federal system of government allows cultural and economic development by way of empowering the people at the local level.

The Regional States have certain constitutional rights in which the federal government does not intervene. Their rights include having their own constitutions together with the FDRE Constitution. They have the power to run and control First Instance Courts, High Courts and the Supreme Court. They also manage schools and work in accordance with the national program set by the federal government. The Regional States recruit and manage their own police force to maintain internal security. They are responsible to create enabling conditions for investment.

? How do you evaluate your Regional Government's empowerment to administer schools? What are the advantages and disadvantages of this distribution of power?

State Power Distribution in Ethiopia

CASE STUDY

The ratification of the first constitution of the Southern Nations, Nationalities and Peoples' Region

Following the fall of Derg, the first transitional council of the southern nations, nationalities and peoples' was founded by different political parties operating in the region in December 1991. The drafting of the constitution of the region was made by the legislature commission, delegated under the transitional charter, taking the unique nature of the region into consideration.

The winners of the regional legislatures for SNNPR held their first parliamentary meeting on 19 June 1995 and ratified the Regional Constitution, which came into effect as of 23 June 2005. The Constitution of SNNPRS has fulfilled the necessary principles of a Constitution. The Constitution has 102 articles.

Source: Temsalet,special Edition Ginbot 20/1999 EC.

What are the responsibilities of the citizens in the formulation and ratification of their constitution? Discuss in groups.



Arbore settlement in SNNPR

REMEMBER

- The 1995 Constitution of the country declared Ethiopia a federal democratic republic.
- The Regional States have certain constitutional rights in which the federal government does not intervene.
- The federal system of government devolves power to the regions to avoid monopoly of power at the centre.
- The federal system of government has elements of checks and balances of power between the federal and regional states.

LESSON 5

Ethiopian Foreign Relations

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

- explain the principles of the Ethiopian foreign relations.

Identify one of the roles of Ethiopia's foreign relations.

Foreign relations mainly refer to the external relations of countries. When such relations involve countries, it gives rise to what is called international relations. This general complex relation involves countries on the one hand and non-governmental organizations on the other. Non-governmental organizations include establishments like World Bank, International Monetary Fund (IMF) and even the UN, EU, and AU. Foreign relations between countries started ever since states came into existence. Ethiopia has been involved in such a type of relations for thousands of years. However, the modern foreign relations of Ethiopia began as late as the end of the nineteenth century.

In today's world, the actors in foreign relations are states, international and regional organizations and other non-government organizations. International and regional organizations could play a role to strengthen international relations. There are rules that guide and give shape to international relations. These rules are expressed through agreements, conventions and protocols.

Foreign relations of a country are carried out through foreign policy and diplomacy. Foreign policy refers to a policy regulating a particular country's relations with other states and peoples in the international arena. Foreign policy is based on the domestic policy of a country. When a change of government occurs in a country, its foreign policy may change. Diplomacy is the instrument to execute foreign policy. It refers to the practiced art of official representation abroad of sovereign states by persons and organizations specialized in such conduct. The basic functions of diplomacy have been to convey and gather information relevant to a country.

Those working in diplomatic missions assist in the formulation of foreign policies made by governments in matters of war and peace. Thus, foreign relations of countries need to be guided by well thought-out and formulated foreign policy and carried out through effective diplomacy.

The 1995 Constitution of Ethiopia has clearly stated the country's foreign policy objectives and principles. Its foreign policy promotes cordial relationships with countries for mutual benefits. It has economic, political and a cultural relationship with many countries. Ethiopia has geographically determined relations with some countries. It has a number of rivers that flow into other countries that benefit from this resource. Such rivers can determine a special type of relation between the countries that these rivers cross. The Blue Nile, Tekeze, Aqobo and Baro flow to the Sudan and Egypt. Wabishebelle, Genale and Dawa rivers flow to Somalia. These countries will have to come together to make agreements in how to use these resources equitably.

Ethiopian Foreign Relations

At present, the principle of Ethiopian foreign policy is based on coexistence and cooperation between states and peoples.

Ethiopia's foreign relations are geared towards promoting economic development. The country has a strong resolve to undo poverty. Through economic diplomacy, attempts are being made to attract foreign investments to the country. The successful accomplishment of economic diplomacy promotes public diplomacy which promotes people-to-people relations. This in turn helps to maintain durable peace and stability in the country — a condition necessary for the realization of a quantum leap in the development of Ethiopia.



The Abay (Nile) gorge

How should foreign policy and diplomacy benefit Ethiopia in the future? Discuss in small groups.

Principles for External Relations Article 86

1. *To promote policies of foreign relations based on the protection of national interests and respect for the sovereignty of the country.*
2. *To promote mutual respect for national sovereignty and equality of states and non-interference in the internal affairs of other states.*
3. *To ensure that the foreign relation policies of the country are based on mutual interests and equality of states as well as that international agreements promote the interests of Ethiopia.*
4. *To observe international agreements which ensure respect for Ethiopia's sovereignty and are not contrary to the interests of its Peoples.*
5. *To forge and promote ever growing economic union and fraternal relations of Peoples with Ethiopia's neighbours and other African countries.*
6. *To seek and support peaceful solutions to international disputes.*

How can good relations between countries promote peace and, in turn, further development?

REMEMBER

- ❒ Foreign relations are the external relations of a country.
- ❒ The actors in foreign relations are states, international and regional organizations and other non-governmental organizations.
- ❒ Foreign policy refers to a policy regulating a particular country's relations with other states and peoples in the international arena.
- ❒ Foreign policy reflects the domestic policy of a country.
- ❒ Diplomacy is the instrument to execute foreign policy.
- ❒ Ethiopia's foreign policy promotes cordial relationships with countries for its own quick development as well as mutual benefits.

UNIT SUMMARY

In this unit, you have enriched your knowledge on democracy while exploring why a democratic system is necessary. You have examined what authority and power mean in a democratic system and the role transparency and accountability play to ensure constitutionalism. Your understanding about rights and obligations have shown them to be essential for the workings of democracy. You have seen the distribution of state power in Ethiopia between the federal and regional governments. Finally, you examined Ethiopia's foreign relations; its foreign policy and diplomacy, used as tools to promote relations with other countries for mutual benefits.

GLOSSARY

Authority:	The legal power vested in a public agency and its members to execute the functions to which it was organized.
Democratic system:	A political system functioning on the basis of the consent of the people.
Constitutional democracy:	A governance which is based on democratic rights and obligations.
Direct democracy:	An exercise of democracy where people vote to elect representatives directly.
International relations:	The relations existing between sovereign nations.
Power:	The force or the ability to compel others to do the will of the power holder.
Representative democracy:	An exercise of democracy where people elect their representatives for local councils or parliament.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which one of the following statements is correct?
   (*a*) Constitutionalism has existed ever since states came into existence.
   (*b*) Rule of men and rule of law are concepts that express similar things.
   (*c*) A democratic system makes every citizen equal.
   (*d*) A democratic system creates equal opportunities for citizens.
2. Which one of the following countries has combined Parliamentary and Presidential democracy?
   (*a*) USA
   (*b*) France
   (*c*) UK
   (*d*) South Africa
3. In which of the following systems do checks and balances work better?
   (*a*) Parliamentary Democracy
   (*b*) Presidential Democracy

(*c*) The hybrid of the two

(*d*) All

4. When the President of a democratic country has the power to veto bills from Parliament, the system refers to:

(*a*) Presidential Democracy

(*b*) Combined Presidential and Parliamentary Democracy

(*c*) Parliamentary Democracy

(*d*) All

5. Which one of the following is not true of democracy?

(*a*) Rule of law

(*b*) Legitimate power and authority

(*c*) Rule of men

(*d*) Free and fair election

Part II – Matching

Column A	Column B
1. Authority and Power	A. Citizens' obligations
2. Presidential Democracy	B. Federal administration
3. Paying tax	C. Government responsibilities
4. Protecting the country and its people	D. USA
5. Ethiopia	E. Legitimate or illegitimate

Part III – Short answers

1. Explain Parliamentary Democracy.
2. What are the conditions for a government to have legitimate power and authority?
3. What do you understand by economic diplomacy?
4. What differences do you observe between Parliamentary and Presidential Democracy?

Unit 2
Rule of Law

Introduction

In Grade 11, you identified the similarities and differences between the federal and regional states' constitutions. You also discussed the importance of rule of law in conflict management and combating corruption. In this unit, you will distinguish the similarities, differences and relationships between the constitutions and other laws. Furthermore, you will discuss the role of the rule of law in establishing and governing the activities of governments.

Lessons

1. Constitution and Other Laws
2. Rule of Law and Management of Conflict
3. Rule of Law and Governments
4. Rule of Law and the Fight against Corruption

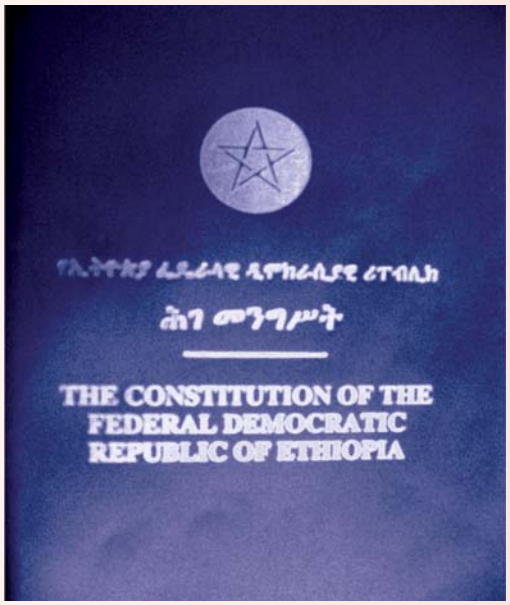
What you will learn

You will:

- recognize the making of a constitution in Ethiopia.
- realize the methods of conflict management.
- appreciate the place of laws in the fight against corruption.

Key words and concepts

- Arbitration
- Double jeopardy
- Due process of law
- Fair notice
- Habeas corpus
- Hierarchy of laws
- Impartial tribunal
- Law making
- Litigation
- Mediation
- Negotiation
- Presumption of innocence
- Procedural justice
- Public trial
- Right of appeal
- Self-incrimination



LESSON 1

Constitution and Other Laws

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

- describe the methods of making a constitution in Ethiopia.
- explain the relationship between a constitution and other laws.

- Do you know about the different methods of making constitutions?
- What do you think is the relationship between a constitution and other laws of Ethiopia?

As you have seen all through the lessons of Unit 2 from Grade 9 to 11, a democratic constitution is important for the prevalence of rule of law. Modern democratic governments are established and organized by a constitution. The constitution is the supreme law of a country. It being a supreme law, the procedures for making it and amending it are quite different from those of ordinary laws. For example, ordinary laws are usually made by parliaments. The responsibility of drawing up a constitution is not normally given to parliament. It is given to a special body organized for this purpose, most often known as a "constituent assembly". Constitution writing is something that happens very seldom, therefore, the body to draft the constitution is not required permanently.

The FDRE's Constitution preparation was wide and all encompassing, and was based on the noble values of democracy, the rule of law and respect for human rights. The salient constitutional issues were discussed throughout the land at the Kebele level and decisions reached. These decisions were forwarded to the Constitution Drafting Commission appointed by the Transitional Government. A Constituent Assembly was then duly elected, whose only task was to go through the constitutional draft and finalize it. This Constitution was approved by the 538 members of the Constituent Assembly on 8 Dec, 1994 - Hedar 29, 1987 EC.



The handing over of the FDRE Constitution after it was endorsed by the Constituent Assembly

Constitution and Other Laws

The power to amend a constitution may be delegated to the organ empowered to make ordinary laws — the parliament. The procedures for the amendment remain totally different from that relating to ordinary laws. Ordinary laws may be passed by a simple majority but, the amendment of a constitution requires a more rigid procedure. For example, in Ethiopia how the Constitution must be amended is provided in the FDRE Constitution, Article 105 sub-article 2:

Amendment of the Constitution:

2. *All provisions of this Constitution other than those specified in sub-article 1 of this Article can be amended only in the following manner*:

(*a*) *When the House of Peoples' Representatives and the House of the Federation, in a joint session, approve a proposed amendment by a two-thirds majority vote; and*

(*b*) *When two-thirds of the Councils of the member States of the Federation approve the proposed amendment by majority votes.*

(For fuller clarification see the FDRE Constitution, Article 105)

The basic differences between the constitution and other laws can be seen as:

- A constitution, as a direct reflection of the will of a nation, is a supreme law while an ordinary law is legislation from the peoples' representatives; this implies that all other laws should confirm to the constitution. Any irregularity leads to their being null and void.
- A constitution is the basis of the legal relations between a government and its citizens and therefore states only general principles. The details are left for other laws.
- A constitution is a means by which social, political and economic policies of a government are outlined and these policies do not change so often. When the need arises, a constitution can be amended subject to procedures, as laid down in the constitution itself.
- A constitution specifies the rights, duties and obligations of citizens which do not have to be changed as often as ordinary laws.

All these make it a necessity for a constitution to be formulated with much more care than ordinary laws so that it serves not only the present conditions, but future conditions as well.

Form small groups. Identify a need for a new law and write it down. Pass this to another group so that each group should receive another group's idea.

Consider whether their idea for a law is valid. If so, on the basis of this newly formulated law, should there be an amendment to the Constitution or to other laws? Justify your decision. Discuss as a class.

Hierarchy of laws

Constitution

↓

Ordinary laws

↓

Rules and Regulations

The hierarchy of laws is a chain of subordination of laws. At the top of the chain is the Constitution, below which are the ordinary laws. Ordinary laws are enacted through proclamations, usually made by parliament. In Ethiopia, they are made by the House of Peoples' Representatives at the Federal level and

Constitution and Other Laws

the State Councils at the Regional level. Below are administrative regulations in turn sub-divided into higher and lower depending on the hierarchy of the administrative organ producing them. They are made by the executive/administrative branch of the government. At the Federal level, the higher executive powers are given to the Prime Minister and the Council of Ministers. At the Regional level the State Administration is the highest organ of executive power. This shows that hierarchy of law represents the superiority of one law over the other.

All laws do not have equal authority. For example, the Constitution is the supreme law. No other law is equal to it.

As lower laws may under no circumstances contradict the constitution, no regulation may contradict an ordinary law. If it is to contradict, it shall be held null and void.

? Why should the Constitution be regarded as supreme? Discuss in small groups and share ideas with the rest of the class.

REMEMBER

- Modern democratic governments are established and organized by a constitution.
- Constitutions are primarily about political authority and power — the distribution, exercise and limitation of authority and power among the organs of a state.
- A constitution, as a direct reflection of the will of the nation, is a supreme law whereas ordinary laws are legislations from the Parliament or peoples' representatives.
- A hierarchy of laws is a chain of subordination of laws; the constitution is the supreme law. All other laws are inferior to it.

LESSON 2

Rule of Law and Management of Conflict

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

- explain the role of rules of law as an instrument for maintaining order and security.
- enumerate the criteria for evaluating rules.
- explain the judicial protection due to individuals or groups.

How do you reach a solution, when your interests and the interests of your friends are divergent?

The purpose of rule of law is to protect basic individual rights by requiring the government to act in accordance with pre-announced, clear and general rules that are enforced by impartial courts in accordance with fair procedures. When this fundamental principle of the Constitution is respected, conflicts will be managed or minimized easily and peace and security maintained.

Conflict is caused when two or more parties perceive that their interests are incompatible, and want to achieve their aims through actions that damage the interest of the other. These parties may be individuals, small or large groups or countries.

Conflicts should be handled peacefully through mechanisms that accommodate competing interests. Various instruments regulate conflict: the national constitution and laws, family and clan structures, and the court system. Relating to these, procedural justice and alternative means of conflict management will now be discussed.

Procedural Justice: Refers to the right to equality in the processes that guarantee all persons equal procedural opportunities within the law. The minimum procedural justice is that parties in conflict, whose rights are affected, have the right to be heard without discrimination on grounds of race, color, sex, language, religion, political or other opinion, national or social origin, wealth, birth, status etc.

The FDRE Constitution Articles 19 and 20 provide the necessary safeguards of procedural justice regarding human rights as follows:

Article 19(1): *Persons arrested have the right to be informed promptly, in a language they understand, of the reasons for their arrest and of any charge against them.*

Article 20(2): *Accused persons have the right to be informed with sufficient particulars of the charge brought against them and to be given the charge in writing.*

Article 20(4): *Accused persons have the right to full access to any evidence presented against them, to examine witnesses testifying against them, to adduce or to have evidence produced in their own defence, and to obtain the attendance of an examination of witnesses on their behalf before the court.*

? The Rule of Law is one of the pillars of democracy. Who should respect the Rule of Law? Debate as a class.

Negotiation, mediation, arbitration and litigation are the alternative means of peacefully settling

Rule of Law and Management of Conflict

disputes. The first three deal with the issues without recourse to law. They are considered to be cheaper and quicker than a formal law case. They may also enable a matter to be settled with less anger and bitterness.

Negotiation: This is one of the most common peaceful ways of settling a dispute. It involves direct discussion between or among the parties to the dispute with the objective of reaching an agreement. No outside party is involved in the process. In international relations, the essence of negotiation is the practice of diplomacy.

Mediation: After negotiation, mediation is another mechanism to resolve a dispute fairly and peacefully. Mediation is a method of non-binding dispute resolution involving a neutral third party who tries to help the disputing parties reach a mutually agreeable solution. It is a procedure involving the suggestion of terms of settlement by a third party. The mediator enters into negotiations between disputants seeking terms of compromise acceptable to both. An effective mediator may not impose his/her will upon the parties; if he/she does, it could lead to loss of confidence.

Arbitration: This is a means of applying legal principles to a controversy within limits previously agreed upon by the disputing parties. A panel of judges or arbitrators is created, either by special agreement of the parties, or by an existing mutual treaty.

The disputants also agree in advance to be bound by the decision. The agreement between the parties specifies the method of selecting the panel of arbitrators, the time and place of the hearing, and any limitations upon the facts to be considered, or principles of law or equity to be applied, in arriving at a decision.

Litigation: This is a process of carrying on a suit before the court. That means, it is a proceeding by a party or parties against another in a court of law. This is different from the above peaceful mechanism of dispute settlement. It is based on formal established procedural rules, customs or practices of conflict resolution mechanism.

Discuss in different groups the differences and similarities between the three alternative ways of conflict management and resolution.

? Why would you choose alternative means of conflict resolution rather than taking the conflicting issues to the court?

Discuss in groups and present your idea to the class.



Mediation in a dispute

Some practical causes/reasons of conflict are as follows:

Interests can diverge for many reasons; the following are the main causes:

- *Resources* – territory, water, energy sources, food (and how they should be distributed) and money;
- *Power* – how control and participation in political decision-making are allocated;
- *Identity* – concerning the cultural, social and political communities to which people feel tied;

Rule of Law and Management of Conflict

- *Status* – whether people believe they are treated with respect and dignity and whether their traditions and social positions are respected;
- *Values and beliefs* – particularly those embodied in systems of government, religion, or ideology.

Identify a recent conflict. What were the causes/reasons for this conflict? How is the conflict being resolved or how do you think it should be resolved? Work in small groups to discuss these issues.

In the first part of this unit, you discussed the relationship between the Constitution and different laws, rules and regulations and the hierarchy of laws. Before dealing with an examination of the Criteria for Evaluating Rules and Laws, it is worth considering the meaning and making of laws and rules.

Laws are considered as primary legislation or proclamation enacted by the highest legislative organ of the country called Parliament; in the Ethiopian context, The House of Peoples' Representatives at Federal level, and Legislative Council at Regional level. Laws cannot be challenged except where they are in conflict with constitutional rules.

Rules are considered as secondary legislation enacted by organs lower than the parliament such as the Council of Ministers and sometimes by individual Ministries mandated to do so. Rules cannot contradict ordinary laws or a proclamation. There are also rules made by associations that govern the behaviour of their members.

Understanding the law-making process helps us to identify whether a law is fair, clear, and easy to follow without contradicting the rule of law and social values. Therefore, laws and rules must be:

Fair: Rules and laws must be impartial, just and equitable. They must be free of bias or prejudice. Rules and laws must apply impersonally; not to particular people or groups; nor must they be unequal or arbitrary in their application; and they must not single out specific individuals or groups for favourable or harsh treatment.

Easy to understand: Rules and laws must be stated in a clear and understandable manner, with the absence of cross-reference or jargon, which otherwise makes them difficult to understand. They must avoid having too much detail or being too narrow. However, laws and rules have sometimes ambiguous and incomplete phrases that are subject to interpretation by judges and law professionals.

Well designed: Rules and laws must be designed to achieve political, economic and social development and need to fit with the changing circumstances. They must be based on human dignity, equality and freedom in a democratic society. Rules and laws should not invade rights unless they need to achieve their basic purposes.

Clear: Rules and laws should be clear as to what is expected by the people so that they are able to conform their conduct accordingly.

Not violating other values: Rules and laws should not discriminate between cultural groups or not interfere in the promotion of cultural values. They should not affect rights to participate, enjoy and practice in cultural life.

Possible to follow: Rules and laws need to have the quality by which persons find them possible to live up to their expectations. Rules and laws which are irrelevant, ambiguous, obstructing cultural developments are difficult to respect; consequentially they could be source of disagreement and instability.

Look at your school regulations and evaluate them on the basis of these criteria. Share your findings with the rest of the class.

Rule of Law and Management of Conflict

In democratic constitutions individual rights are protected by constitutional laws. The judiciary has also an important role in protecting the constitutionally guaranteed rights of individuals. The judiciary protects the individual rights mainly through the principle of due process of law. Then what is due process of law? And how does the judiciary protect individual rights through this principle?

Due process of law: This means, the conduct of legal proceedings according to established rules and principles for the protection and enforcement of private rights, including notice and the right to a fair hearing before a tribunal with the power to decide the case. The accused person must at all times be given a proper opportunity to answer the charges against him or her. In addition, the defendant must be able to challenge evidence and cross examine witnesses presented against him/her. The principle of due process of law has some basic elements.

The basic elements are:-

- **Habeas corpus:** This is a remedy that is available to a person who is arrested illegally and/or who is not brought before a court of law within the legally prescribed period of time. Article 19(4) of the FDRE Constitution provides that all persons have an inalienable right to petition the court to order their physical release where the arresting police officer or the law enforcer fails to bring them before a court within the prescribed time (48 hours) and to provide reasons for their arrest.
- **Presumption of innocence:** An accused person has a right to be presumed innocent until a final decision of court is given. Article 20(3) of the FDRE Constitution stipulates that everyone charged with a criminal offense has the right to be presumed innocent until proven guilty according to the law. This prevents the public authorities from judging the outcome of the trial before the court finds the defendant to be guilty or not guilty.
- **Impartial tribunal:** This refers to the court being non-partisan in its dealings with a case. Article 37(1) of the FDRE Constitution ensures accessibility of court and tribunals to all defendants equally without any distinction as to race, religion, sex and property. At every stage of a trial, judges are obliged to treat parties equally when applying laws.
- **Fair notice:** This deals with the summons which must be written in a language that the defendant can understand. It should also contain the time and the place where the defendant must present him/herself.
- **Speedy and public trials:** An accused person has the right to a quick public trial, unless the case is related to national security, public safety (as determined by law) and to protect the privacy of the accused.
- **Right to counsel:** This is the right to be represented by legal counsel. This counsel can be provided by the defendant or at state expense. The service of legal counsel is important as the defendant will be unlikely to have the legal knowledge that works in his/her favour.
- **Right against self-incrimination:** Under criminal law it is the prosecutor who has the burden of providing evidence for the commission of a crime beyond reasonable doubt.

  Therefore, the defendant has no burden to prove his innocence. Article 19(2) of the FDRE Constitution provides that the defendant has the right to remain silent. The court must make it clear to the defendants, in advance, that anything they may say could be used as

Rule of Law and Management of Conflict

evidence against them. Moreover, a person cannot be compelled to make a confession or admission, which could be used in evidence against them.

- **Protection against double jeopardy:** Article 21(3) of the FDRE Constitution states that, where an individual has been previously tried and acquitted or convicted, that person cannot be charged and convicted again for the same offence.
- **Right of appeal:** The accused or the prosecutor, after a decision has been made by the court, is entitled to recourse, by way of appeal or review, to a competent high court. The FDRE Constitution, Article 20(6) provides that *All persons have the right of appeal to the competent court against an order or a judgment of the court which first heard the case.*

? Mr. Z is accused of murder. His case has been brought to court. In groups consider the rights that Mr. Z has as a defendant.

REMEMBER

- Procedural Justice refers to the right to equality in the processes that guarantee all persons equal procedural opportunities within the law.
- The minimum procedural justice is that parties to the conflict whose rights are affected have the right to be heard.
- Negotiation, mediation, arbitration and litigation are the alternative means of peaceful settlement of disputes.
- Laws must be fair, easy to understand, well designed, clear, not violating other values and possible to follow.
- Due process of law means that legal proceedings must be conducted according to established rules and principles for the protection and enforcement of private rights.

LESSON 3

Rule of Law and Governments

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

- explain what distinguishes limited government from the unlimited one.

Why do you think it is important to limit the power of the federal and regional governments?

The rule of law means that the exercise of powers shall be regulated by law and that any individual or group shall not be exposed to the arbitrary will of another. Rule of law limits the authority of the government and its officials. They cannot decide on any matter as they wish. They can decide only within the limits of the law. The rule of law states, "No man is above the law."

Federalism is one form of government where rule of law is believed to be respected. Based on a territorial and functional division of powers, federalism is designed to harmonize unity with diversity. Federalism is thus a system of government which embodies a division of power between central and regional authorities, each of which has its own independence and works in harmony with the others. The emphasis here is the division of power between the central and state governments.

The purpose of the division of power is to limit the power of the federal government, while reserving all other powers for the regional states which then continue unhampered as separate sovereignties.

This legal and important relationship of sharing of power between the central government and regional states is well regulated by an instrument known as a federal constitution.

In the Ethiopian context, the FDRE Constitution establishes a dual polity, a two tier governmental system, with central government at one level and the regional ones at the other. The FDRE Constitution clearly demarcates the spheres of action for each level of government by formulating an elaborate scheme of distribution of legislative, executive, and judicial powers between the federal and the state governments.

? What makes federalism a necessity in Ethiopia? Discuss in small groups and present your summary to the class.

FDRE Constitution Article 50

Structure of the Organs of State

1. *The Federal Democratic Republic of Ethiopia comprises the Federal Government and the State members.*
2. *The Federal Government and the States shall have legislative, executive and judicial powers.*
3. *The House of Peoples' Representatives is the highest authority of the Federal Government. The House is responsible to the People. The State Council is the highest organ of State authority. It is responsible to the People of the State.*
4. *State government shall be established at State and other administrative levels that they find*

Rule of Law and Governments

necessary. Adequate power shall be granted to the lowest units of government to enable the People to participate directly in the administration of such units.

5. *The State Council has the power of legislation on matters falling under State jurisdiction. Consistent with the provisions of this Constitution, the Council has power to draft, adopt and amend the state constitution.*
6. *The State administration constitutes the highest organ of executive power.*
7. *State judicial power is vested in its courts.*
8. *Federal and State powers are defined by this Constitution. The States shall respect the powers of the Federal Government. The Federal Government shall likewise respect the powers of the States.*
9. *The Federal Government may, when necessary, delegate to the States powers and functions granted to it by Article 51 of this Constitution.*

? On the basis of this Constitution, compare the current system of federalist government in Ethiopia with previous ones in terms of the self administration of the regions and the rights of the people.



The draft constitution of the FDRE being deliberated upon before its endorsement

REMEMBER

- The rule of law states, "No man is above the law."
- Federalism is a dual form of government based on a territorial and functional division of powers designed to harmonize unity with diversity.
- Federalism is a system of government which embodies a division of power between central and regional authorities.
- The relationship of the limitation of power between the central government and regional states is well regulated by an instrument known as a federal constitution.

LESSON 4

Rule of Law and the Fight against Corruption

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

- describe the ways of struggling against corruption.

- What do you think should be taken as immediate and serious measures to punish the corrupt?
- What do you think should be your role in combating corruption at the country level?

In your previous grades, you saw that corruption is an act or acts undertaken with the deliberate intent to extract personal and/or private rewards at the expense of others.

There are many causes for the prevalence of corruption in Africa and many parts of the world. Among these, absence of rule of law and lack of exemplary ethical leadership are important causes of corruption. Indeed, absence of rule of law automatically suggests that exemplary leadership would be difficult. This lack of exemplary ethical leadership in most countries can be attributed to the fact that personal and private interests take precedence over national interests. This in turn sets the patterns of behaviour in one's dealings with others. It will also have a cascade effect, influencing others to give precedence to their own interests at the expense of others.

Bearing this in mind, we will see ways of struggling against corruption, and the measures to be taken against corrupt individuals. Controlling corruption in Ethiopia needs to be more closely linked with good governance and strong civil societies.

Good governance encompasses the dimensions of accountability, openness and transparency, and predictability and the rule of law. The following are some of the approaches to be employed in the fight against corruption in our country:

- **Preventive approach:** This approach focuses on the preventive role that the constitution and other laws afford. For instance, those laws and rules related to financial administration auditing systems have a direct role in preventing corruption. Issues related to: ethical regulation, having committed citizens, disclosure, registration of property and mass media all play indirect roles.
- **Curative approach:** This includes receiving complaints, investigating corruption cases and bringing the corrupt officials to justice. Corrupt behaviour should be punished as it is an evil act against the nation, citizens and government, and is believed to be immoral. The corrective measure against corrupt behaviour should be immediate and effective.

Individual citizens are victims of corruption. They are also the causes and perpetrators of corruption. Therefore, the solution to avoid corruption lies with the citizens. Citizens have to respect the constitution, be honest and truthful

Rule of Law and the Fight against Corruption

in their daily activities and be ready to combat corruption in every way possible.

As corruption has a political, economic and social damaging effect, it harms both Government and Non-government Organizations. Therefore, institutions have their own role in enforcing the rule of law and different legal regulations to develop transparency and accountability in the execution of their duties.

Finally, the perpetrators of corruption must be severely punished, irrespective of their status and standing in society. It is not only punitive measures, including the promulgation of appropriate laws and adequate capability for investigation and enforcement that are needed to combat corruption; but also preventive measures that reduce the opportunities for corrupt practices. To achieve this goal, individual citizens and institutions have a responsibility to contribute to the fight against this social evil.

? Research and report on any evidence of corrupt practices in your local area. Share your findings with the rest of the class.



A corrupt official receiving a bribe

CASE STUDY

Staff members arrested for alleged corruption offence

The Federal Ethics and Anti-Corruption Commission (FEACC) apprehended two of its own staff members and another who was a member of the Federal Police for allegedly receiving money.

One staff member was caught for allegedly receiving money in return for promising that he would terminate the case of an individual under investigation in connection with illegal land proprietorship in Addis Ababa.

The FEACC also caught another staff member, who served as an escort for prisoners with the Commission. He received a bribe promising in return to close the case of a certain housing co-operative, which was under investigation by the Commission. The suspect and a member of the Federal Police were caught red-handed while receiving money totalling 400,000 birr.

Similarly, the FEACC apprehended two prosecutors from the Ministry of Justice while they were receiving money given as a bribe to terminate the prosecution of an individual suspected of being a criminal.

Source: Adopted from 'ETHICS' FEACC's Magazine vol. 7, No. 3, March 2008.

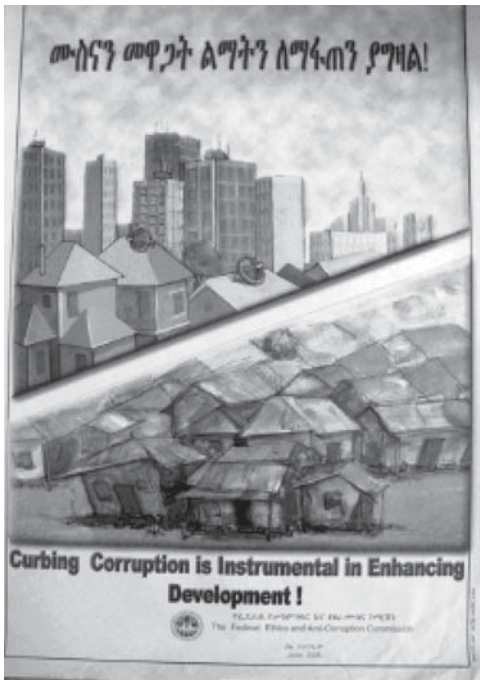
? In small groups role play the prosecution of one of the situations from the case study. Identify the causes of the case, the role of the institution and the roles of the individuals involved. Consider how this case could have been prevented.

Rule of Law and the Fight against Corruption

REMEMBER

- Corrupt behaviour is an evil act against the nation, citizens, and government.
- Absence of rule of the law and lack of exemplary ethical leadership are causes of corruption.
- Controlling corruption in Ethiopia needs to be closely linked to good governance and strong civil societies.
- A preventive approach is based on respect of laws of the land, such as the constitution and other laws and rules.
- A curative approach includes receiving complaints, investigating corruption cases, and bringing the corrupt officials before justice.





Corruption shall not impede Ethiopian Renaissance

UNIT SUMMARY

As you have seen, the purpose of rule of law is to protect basic individual and group rights by requiring the citizens and the government to act in accordance with clear, pre-announced rules that are enforced by impartial courts in accordance with fair procedures. This requires the state institutions to act in accordance with the law.

In Ethiopia, the limitation of power between the central government and regional states is well regulated by the Federal Constitution. The Constitution is a supreme law — above all other laws. It being a supreme law, the procedure for making, and even amending it is quite different from that of ordinary laws.

An understanding of the law-making process, and the principles of rule of law, helps us to identify whether a law is fair, clear and easy to follow without contradicting the rule of law and accepted social values.

Corruption is a threat to the well-being of society and is immoral. It requires a strong commitment to combat it. The corrective measures against corrupt behaviour should be immediate and efficient. In order to fight against corruption, we need to have committed citizens and institutions have to make their activities transparent and their officials need to be accountable.

GLOSSARY

Arbitration:	A method of dispute resolution involving one or more neutral third parties who are usually agreed to by the disputing parties and whose decision is binding.
Double jeopardy:	A right of a defendant not to be charged and convicted twice with the same offence.
Due process of law:	Legal proceedings according to established rules and principles for the protection and enforcement of private rights.
Fair notice:	A summon which must be written in a language that the defendant can understand including the time and the place where the defendant must present him/herself.
Habeas corpus:	A remedy that is available to a person who is arrested and not brought before a court of law within the prescribed time.
Hierarchy of laws:	A chain of subordinate laws with the constitution as the supreme law.
Impartial tribunal:	A court which is non-partisan.
Litigation:	A process of carrying on a suit.
Mediation:	A non-binding dispute resolution involving a neutral third party who tries to help the disputing parties reach a mutually agreeable solution.
Negotiation:	Direct discussion between or among the parties to settle the dispute with the objective of reaching an agreement.
Presumption of innocence:	An entitlement not to be considered guilty before the decision of a court is given.
Procedural justice:	Equality that guarantees all persons have equal procedural opportunities.
Public trial:	A court proceeding that is open to the public unless the case is related to national security, public safety or privacy of the accused.
Right of appeal:	The right to be heard, after a decision has been made, by a superior court.

Self incrimination:	A confession or admission against oneself.
Speedy trial:	A quick public trial.
Suit:	A litigation pending before the court.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. If a law made is found to be in conflict with the Constitution, what should be done?
   (*a*) make the law null and void
   (*b*) make the Constitution null and void
   (*c*) re-write the law in such a way that it does not contradict the Constitution
   (*d*) (*a*) or (*c*)
2. "No man is above the law" refers to:
   (*a*) popular sovereignty
   (*b*) separation of power
   (*c*) rule of law
   (*d*) parliamentary supremacy
3. A federal state may have:
   (*a*) only one constitution
   (*b*) two constitutions
   (*c*) two or more constitutions
   (*d*) three constitutions
4. Constitutions are normally written by a body known as:
   (*a*) the parliament
   (*b*) constituent assembly
   (*c*) the council of ministers
   (*d*) a group of lawyers
5. The conduct of legal proceedings according to established rules and principles for the protection of and enforcement of private rights is known as:
   (*a*) procedural justice
   (*b*) due process of law
   (*c*) separation of power
   (*d*) parliamentary supremacy

Part II – True or false

1. It is right if his Excellency, the Minister for Justice, tells a judge that his decision concerning his son's case is wrong and that he should change the decision.
2. Judges sometimes can change laws made by the parliament.
3. The rule of law limits the authority of the government and its officials but, they can decide on any matter as they wish.
4. Laws are considered as primary legislation or proclamation enacted by the highest legislative organ of the country called the Parliament.
5. Lack of exemplary ethical leadership, in most cases, provides encouragement for corruption.

Part III – Short answers

1. Identify some of the criteria for evaluating rules and laws.
2. List some of the basic elements of the principle of due process of law.
3. Describe the alternative means of conflict management.
4. Give at least two reasons why it is important to limit the power of government, both at the central and the regional levels, in the federal republic states.

Unit 3
Equality

Introduction

You discussed the importance of equality, equality and liberty, gender equality and development, equality of the disabled etc. in Grade 11. You will have further discussion on issues related to equality in this unit. You will discuss the relationship between individual rights and group rights, the necessity of affirmative action to reverse past discrimination and injustice and, the importance of recognizing unity in diversity.

Lessons

1. The History of the Ethiopian Peoples' Struggle against Oppression
2. Conflict of Interests
3. Equality and the Notion of Affirmative Action
4. Unity in Diversity

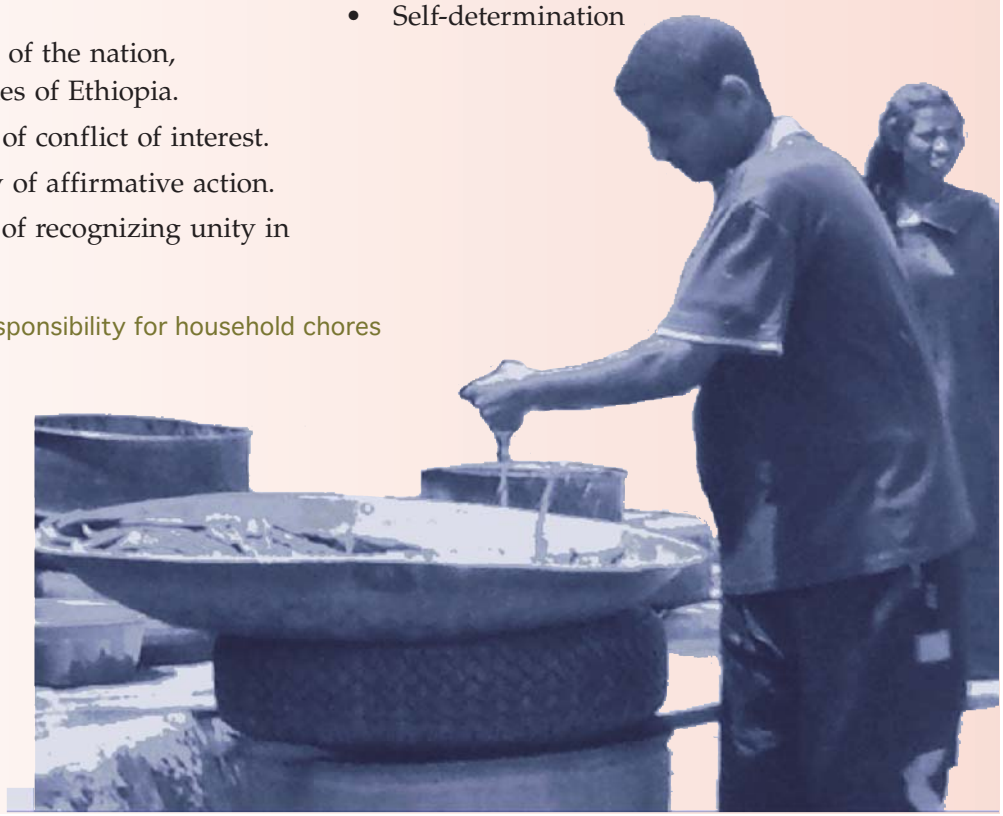
What you will learn

You will:

- appreciate the struggle of the nation, nationalities and peoples of Ethiopia.
- understand the notion of conflict of interest.
- recognize the necessity of affirmative action.
- realize the importance of recognizing unity in diversity.

Key words and concepts

- Cultural-relativism
- Ethnocentrism
- Group rights
- Individual rights
- Maladministration
- Petition
- Rebellion
- Self-determination



Taking equal responsibility for household chores

LESSON 1

The History of the Ethiopian Peoples' Struggle against Oppression

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

- describe the struggles of the Ethiopian people against autocratic governments.

What are the major features of autocratic governments?

You learnt that inequality and oppression characterized the previous Ethiopian landscape. Though the highest proportion of the Ethiopian population were peasants, they were severely exploited. They were forced to pay heavy taxes and their feudal lords, and other government officials, took most of what they produced. Peasants in Ethiopia suffered from maladministration, corruption and lack of social services. They did not remain indifferent to their hardships, but revolted against the injustice done to them in different ways. The peasants' rebellions in Gojam, Bale and Tigray are very good examples.

The Gojam Peasant Rebellion (1968)

The peasant rebellion of Gojam was one of the strong resistances against the feudal government. The centres of the rebellion were Mota and Dega Damot provinces. The major causes of the rebellion were the government's attempt to increase the amount of taxes and forced contributions to erect a statue of the emperor. The other cause was maladministration. The people reflected their opposition by rejecting tax assessors and sending a petition to the emperor. When the government failed to respond, the peasants rebelled. The government sent the army and police force and suppressed the rebellion.

The First Woyane Movement

The first Woyane movement took place in Tigray immediately after the liberation of Ethiopia from the Italian occupation (1941). The major causes were administrative inefficiency, corruption and greediness of the army stationed in Raya and Azabo, as well as feudalistic conflicts of interest. The rebels achieved some victories at the beginning, such as at Addi Abun in Temben in 1943. Then they controlled towns such as Enda Eyesus, Kwiah and Mekele. But eventually, the government army and the British forces using aircraft crushed the revolt.

? There were other peasant rebellions in addition to the Woyane and the Gojam peasant revolts. One of them was the Bale peasant rebellion (1963-1970) caused by misrule reflected in terms of exploitative tax system and suppression of other rights. Because most governors were appointed from the centre, the inhabitants were deprived of their rights

The History of the Ethiopian Peoples' Struggle against Oppression

to administer themselves, and this had created discontents among the peoples of Oromo and Somale. The resistance was widely spread to areas like Elkere, Wabi and Dollo having broader political aims enjoying the support of the local people. There were also others such as the Yeju peasant uprising (1948 and 1970) and the Gedeo peasant rebellion (1960).

Choose one of them and research it; then produce a report to discuss the causes of the rebellions in the class.



The living condition of Ethiopian peasants in the period of the monarchy

The outbreak of the Ethiopian Revolution

The Ethiopian Revolution of 1974 was a result of the combined effects of the various peasant uprisings and other movements such as the Ethiopian students' movement which strongly challenged the Haile Selassie government in the 1960's and 1970's. They were involved in demonstrations with slogans such as "Land to the Tiller!" The government tried to suppress the students' movement by arresting its leaders and banning demonstrations. However, the students continued their struggle. Their movement eventually was supported by other sectors of the population such as the taxi drivers. This led to the outbreak of the Ethiopian Revolution in 1974.

Though the Ethiopian students played the major role to bring about the end of the regime, it was the committee of military officers called the Derg that controlled political power. The Derg declared, "Land to the Tiller" in 1975, but it did not bring a democratic system to the country. Rather, it controlled and exercised unlimited power, suppressed oppositions and established a single party system. Because of this, the peoples of Ethiopia started fighting against the Derg.

? Carry out small group research into the causes of the Ethiopian Revolution. What were the achievements and the failures?



Students' demonstrating in reign of Haile Selassie

The Struggle to Overthrow the Derg (1975 – 1991)

The struggle to overthrow the Derg started soon after it assumed power. Several political organizations were formed around 1975 among which the Ethiopian Peoples' Revolutionary Party

The History of the Ethiopian Peoples' Struggle against Oppression

(EPRP), the Tigray Peoples' Liberation Front (TPLF) and the All Ethiopian Socialist Movement (AESM) were the prominent ones. However, it was only the TPLF which managed to conduct a truly popular and successful armed struggle. This came to be known as the Second Woyane Movement. Nevertheless, due to their commission of several mistakes, most of the above mentioned parties suffered from internal crisis. Within the EPRP, this led to the rise of a democratic organization called the Ethiopian Peoples' Democratic Movement (EPDM). Within a short period of time, the EPDM was able to strengthen its power and translate itself into a truly democratic movement and, in parallel with TPLF, strongly resisted the military forces of the Derg in different places particularly in Wollo/ Amhara region.

In 1988, the TPLF managed to liberate much of Tigray. It was around this time that the TPLF and EPDM agreed to form the Ethiopian Peoples' Revolutionary Democratic Front (EPRDF). The EPRDF was joined by the newly formed liberation movements, the Oromo Peoples' Democratic Organization (OPDO) and the Ethiopian Democratic Officers' Revolutionary Movement (EDORM).

The EPRDF forces eventually defeated the Derg and removed the military government from power in 1991. This led to the transition to democratic rule in the country.

Discuss the following as a class:

- Which were the major political parties that had seats in the parliament of the transitional government?
- What were the major achievements of the transitional government?



EPRDF fighter

REMEMBER

- The history of the nations, nationalities and peoples of Ethiopia is marked by a struggle against oppression.
- Good examples are the peasants' rebellions that took place in different parts of Ethiopia.
- The Ethiopian nations, nationalities and peoples removed the Derg from power which gave rise to the beginning of the democratic process in the country.

LESSON 2

Conflict of Interests

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

- describe the conflicting notion of the individual's rights and group rights.

- What do you know about group rights and individual rights?
- What is the difference between the two?

You discussed many things related to equality in the previous grades. In this lesson you will discuss conflict of interests related to the notion of equality on the one hand and individual and group rights on the other.

Group rights are rights held by individuals who are members of a particular group. It contrasts with rights held by a person as an individual. An example of a commonly asserted group right is the right of a nation or a people to self-determination.

Group rights are also different from human rights because they are not universal to all human beings. Human rights are universal since all human beings are entitled to human rights just by virtue of being human.

Group rights are considered as an instrument to facilitate the realization of equality. Some groups, such as women, the disabled, ethnic minorities and children, need special protective rights if their members are to enjoy human rights on equal terms with other groups of people. Group rights may aim at ensuring freedom from discrimination, or realizing equal opportunity, or attempting to redress inequality.

Many countries have provided group rights to support or protect disadvantaged groups. After the end of the Apartheid system in South Africa, the South African government sought to redress the inequalities which prevailed during the Apartheid period. It favoured the disadvantaged groups such as blacks, coloured people and Indians by providing economic opportunities which were not previously available to them.

The Ethiopian context

The FDRE Constitution provides group rights. It provides for every Nation, Nationality and People in Ethiopia the right to self-determination, including the right to secession. One aspect of self-determination is that every Nation, Nationality and People has the right to speak, to write and to develop their language. This is aimed at reversing the linguistic and nationality policy of the previous governments of Ethiopia, which discouraged the use and development of languages other than the official language of the time.

The right to self-determination includes the right of every Nation, Nationality and People:

- to express, develop and promote its culture;
- to preserve its history;
- to the right to self-governance.

Conflict of Interests

Form groups and discuss the following:

- How are the rights of the Nations, Nationalities and Peoples of Ethiopia protected by the Constitution?
- Identify examples of individual rights and group rights.



Besides respecting individual and group rights, conflict of interest could be managed through dialogue

REMEMBER

- Group rights are rights held by individuals who are the members of a particular group.
- Individual rights are rights held by a person as an individual.
- A good example of group rights is the right of a nation or a people to self-determination.
- The FDRE Constitution provides for every Nation, Nationality and People in Ethiopia the right to self-determination, including the right to secession.

LESSON 3

Equality and the Notion of Affirmative Action

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

- explain the role of affirmative action in redressing past discrimination against women.

What is the relationship between affirmative action and women's participation in development?

Affirmative action refers to policies designed to remedy the effects of past discrimination against women, the disabled, racial groups, religious and ethnic minorities, therefore, affirmative action is important to compensate for past injustice and discrimination.

Many countries have practiced affirmative action to redress past discrimination and injustice. Affirmative action has been practiced in the United States where blacks, native Americans, women and other minority groups suffered from discrimination. Affirmative actions in the United States were aimed at:

- increasing employment opportunities for minorities;
- taking positive steps to insure that employees were not discriminated against because of race, colour, ethnic origin, and creed;
- providing extra advantage and opportunities to enroll blacks, native Americans and women in colleges and universities;
- providing financial assistance to students from minority groups who could not afford to attend colleges.

These kinds of assistance helped members of the disadvantaged groups to achieve more in education and the world of work. Many people agree that affirmative action is important to remedy past discrimination. However, there are people who consider affirmative action unjust. There are people who argue that affirmative actions goes against the principle of equality. Some people consider affirmative action as reverse discrimination and, therefore, unjust.

CASE STUDY

Challenging affirmative action

Allan Bakke was an American white student who was denied admission to a medical school, at the University of California. In 1978, Bakke brought the case to the Supreme Court where he argued that he was subject to reverse discrimination for the reason that black students were admitted with lower academic credentials. Though the Court upheld that race could be considered in admissions to create a racially diverse student community, it made its decision in favour of Bakke who got admission to the medical school. (*Source*: Adapted from Encarta 2007)

Equality and the Notion of Affirmative Action

Form groups and discuss the following questions.

- How do you see the argument of Allan Bakke?
- Would you support the court's decision if it admitted Bakke, who had a good academic results, in place of black student with lower grades? Why?
- How do you see the affirmative action which has been practiced in Ethiopia to provide extra opportunities to university education to female students?
- Do you think that these actions go against the principle of equality between men and women?

Women have historically suffered from discrimination in many parts of the world. This was true, even in the United States where women were not allowed to vote until the 1920 Constitutional Amendment. American women were also victims of discrimination in relation to employment. For instance women in the United States were denied the right to serve as judges.

Women have also suffered from discrimination and injustice in Ethiopia. Though women play a crucial role in the family and at the community level, their contribution was undermined. They did not have the right to own land and other non-movable assets. They did not have the right to inherit family assets such as land.

The subordination of women was not limited to the family level. Women were regarded as second-class citizens at a national level too. Women were denied the right to have equal opportunities in education. As a result, they were underrepresented in the world of work and the politics of the country. We need to recognize the role of women and integrate their experiences and efforts into development schemes.

The FDRE's Constitution gives much attention to equality between women and men. It also recognizes that women suffered from injustice and discrimination and entitles them to remedial and affirmative actions in order to compensate past mistakes. The purpose of affirmative action is to enable women to have equal participation with men in the economic, social and political life of the country.

FDRE's Constitution, Article 35 (3):

The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women so as to enable them compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions.

On the basis of the Constitution, the current government of Ethiopia has given much attention to women in many ways. It has expanded the educational opportunities for women at the primary, secondary and tertiary levels of education. The number of female students enrolled at different levels, including at the college level, is continuing to increase.

Equality and the Notion of Affirmative Action

CASE STUDY

Number of male and female students enrolled in College of Social Sciences, Addis Ababa University from 1995–2000 E. C.

Years	Number of students enrolled			
ECS	M	F	Total	% Female students
1995	1007	169	1176	14.4%
1996	916	257	1173	22%
1997	978	329	1307	25.2%
1998	685	233	918	25.4%
1999	681	448	1129	40%
2000	636	395	1031	38.3%

Source: Addis Ababa University, College of Social Sciences, Record Office

Discuss the following questions as a class.

- How do you see the change in the percentage of female and male students enrolled in the College of Social Sciences from 1995 E.C. to 2000 E.C.?
- Do you think that having better opportunities to access university education helps women to participate more in politics?
- Do the following task as an assignment. Collect the number of 12th Grade students in your school over past 5 years and compare the number of male and female students. If you find the number of female students has been increasing/ decreasing significantly, discuss why this is so?



Female enrolments in Higher Education have increased over the last ten years

REMEMBER

- Affirmative actions are aimed at compensating past injustice and discrimination.
- Affirmative action is sometimes understood as reverse discrimination.
- The FDRE Constitution recognizes that women suffered from injustice and discrimination in the past and entitles them to remedial and affirmative actions in order to compensate past mistakes.

LESSON 4

Unity in Diversity

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

- explain how the cultural equality strengthens the unity of the country.

What do you understand from the following quotation?

"If we cannot now end our differences, at least we can help make the world safe for diversity."
John F. Kennedy, former president of USA

Countries such as India, China, Nigeria and the United States of America have a wide range of diversities. For instance, there are more than two hundred fifty ethnic groups in Nigeria. About 114 languages and 216 dialects are spoken in India. Diversity does not stop these countries from achieving rapid economic development. For example, India is one of the countries which has achieved rapid economic development despite having so many cultural groups. Likewise, the American population is characterized by racial, ethnic, cultural and religious diversity. Different racial groups, such as the white Americans, African Americans, Asian Americans and native Americans, live and work together in one political and economic space. Despite their racial, ethnic, cultural and religious differences, the Americans have managed to build their country as the major power in the world.

Ethiopia is also a country of religious, linguistic and other cultural diversities. Though we have many cultural groups, and despite our diversity, we still need to create a common political and economic space and work together in the fight against poverty and backwardness. Since unity is strength, this will help us promote our common interests in a better way, maintaining equality and recognizing our diversities. We need to recognize the importance of maintaining equality of languages, religions and other cultural traits. That means we have to avoid considering our language, religion or culture superior to that of other people.

People have a tendency to consider their way of life to be good, right and even superior to that of others. This tendency of considering the cultures of other people inferior is called ethnocentrism. Ethnocentrism is the use of one's culture for judging the life styles of other individuals or societies that leads to a negative evaluation of their values, norms and behaviours. As a result of ethnocentrism, many European travellers and writers regarded African societies as ignorant, backward and primitive, though the reality is far from this.

An ethnocentric individual is someone who is unable or unwilling to look at other cultures in their own terms. As a result, he or she fails to understand the true qualities of other cultures. Such a person, taking his religion as a point of reference, may consider the religious practices of others as backward, primitive or even threatening. These kinds of

Unity in Diversity

CASE STUDY

Tribal knowledge and traditional medicine

Until recently, Western scientists considered the knowledge of African societies to be superstitious. Now, however, they are realizing that these societies are rich in local wisdom and knowledge. The following is a real story that happened in the Central African Republic. A man was dying from an infectious disease that was damaging his chest. Though the patient was treated by European Catholic nuns, he did not show any sign of recovery. Desperately, the Catholic nuns asked the advice of a native doctor. The patient showed a remarkable recovery after a local doctor treated the wound by a traditional drug made from crushed termites.

Source: Henslin, 1995: 627

Form groups and discuss the following questions:

- Catholic nuns did not ask the local doctor for help previously; they asked the advice of the local doctor when their medicine failed to heal the patient. However, it was the local doctor who managed to cure the patient. Why did the nuns not take the patient to this doctor initially?
- Ethiopia has about 80 cultural and linguistic groups. Do you think that we could benefit from the local knowledge of each cultural group? How?

judgements may lead to serious conflicts and bloodshed. You have to avoid ridiculing others because of their language, religion, cultural dances or dress. Rather try to understand the culture of others from their perspective. Anthropologists call this approach of understanding cultures, cultural relativism.

Cultural relativism refers to understanding people's ways of living from the framework of their culture. It is the way of understanding culture in its own terms. Cultural relativism is a belief that any particular set of customs, values and norms are relative to a particular culture and that they can only be understood and evaluated within that particular cultural context. Anthropologists use this technique to compare cultures and understand why people in different cultures live somewhat differently. Cultural relativism has the following major advantages:

- It helps us to be less arrogant and more open minded in relation to other societies and cultures.
- It helps us to understand and appreciate the culture of other peoples.
- It minimizes misunderstandings and conflicts related to cultural diversity.

Discuss the following question as a class:

We need to strengthen our unity through recognizing and appreciating our differences. Do you think that cultural relativism helps us to understand cultural diversity and promote unity in diversity?

Unity in Diversity

Different pictures of women in cultural styles that show "beauty"



Mursi woman



Oromo girl



Harar woman



Tigray woman

CASE STUDY

Cultural diversity: the common heritage of humanity

Culture evolves over time and across distances. This diversity is embodied in the uniqueness and plurality of the identities of the groups which make up society. It is a source of innovation and creativity. Cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefits of present and future generations.

Source: Article 1, the UNESCO Universal Declaration on Cultural Diversity

Unity in Diversity

CASE STUDY

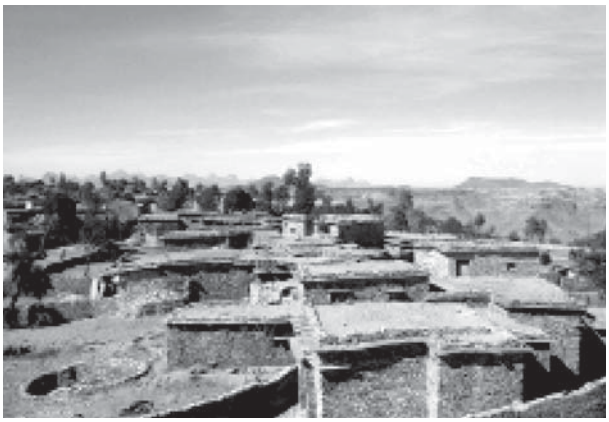
Cultural diversity as a factor in development

Cultural diversity widens the range of options open to everyone; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence.

Source: Article 3, the Universal Declaration on Cultural Diversity.

Discuss the essence of these two articles in groups.

Do you think that cultural diversity promotes development? Why?



Stone houses in Tigray



Karo huts in SNNPR

REMEMBER

- Ethiopia is the country of cultural diversity.
- Despite our diversity we need to create a common political and economic space and work together in the fight against poverty and backwardness.
- The tendency to consider one's culture to be good, right and even superior to that of other people is called ethnocentrism.
- Strong ethnocentrism may lead to misunderstanding and conflict.
- Cultural relativism refers to understanding people's culture from their own perspective.
- Cultural relativism helps us to be less arrogant and more open minded in relation to other societies and cultures, and minimizes misunderstandings and conflicts.

UNIT SUMMARY

The history of the Nations, Nationalities and Peoples of Ethiopia is marked by the history of their struggle against oppression. Peasant rebellions that took place in different parts of Ethiopia are good examples. The Nations, Nationalities and Peoples of Ethiopia removed the rule of the Derg in 1991.

The FDRE Constitution guarantees both individual and group rights in order to maintain equality. Group rights are those held by individuals as members of a group. Individual rights are rights held by a person as an individual. A good example of group rights is the right of a nation or a people to self-determination. The FDRE Constitution provides for every Nation, Nationality and People in Ethiopia the right to self-determination, including the right to secession.

Affirmative actions are actions aimed at compensating past injustice and discrimination. Although there are people who consider affirmative action as reverse discrimination, it has been practiced in many countries including the USA, South Africa and India. Women were one group which suffered from injustice and discrimination. The FDRE Constitution, recognizing past injustice and discrimination, now entitles women to remedial and affirmative actions.

Ethiopia is the country of cultural, religious and linguistic diversity. Despite our diversity, we need to create a common political and economic space and work together in the fight against poverty and backwardness. The tendency of considering one's way of life as good and even superior to that of others is called ethnocentrism. Strong ethnocentrism may lead to misunderstanding and conflict.

Cultural relativism refers to an understanding of people's culture from their (the people's) perspective. Cultural relativism helps us to be less arrogant and more open minded to other societies and cultures, and minimizes misunderstandings and conflicts.

GLOSSARY

Cultural relativism:	The principle that people should judge the behaviour of others using the standards of their culture analyzed in its own terms.
Ethnocentrism:	A belief in, or assumption of, the superiority of the social or cultural group that a person belongs to.
Group rights:	Rights held by individuals who are the members of a group.
Individual rights:	Rights held by a person as an individual.
Maladministration:	Incompetent or dishonest management or administration, especially in public affairs.
Petition:	An appeal or formal request.
Self-determination:	The right of people to determine its own form of government without interference from outside.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which of the peasant revolts was destroyed by the joint actions of the Ethiopian government and a British force?
   (*a*) the Bale peasant rebellion
   (*b*) the Gojam peasant rebellion
   (*c*) the first woyane movement
   (*d*) the second woyane movement
   (*e*) none of the above
2. Which of the following statements is true?
   (*a*) There are areas of conflict between group rights and individual rights.
   (*b*) There is no conflict between affirmative actions and the idea that all human beings have equal rights.
   (*c*) Group rights are aimed at facilitating the realization of equality among different groups of people.
   (*d*) The current Constitution of Ethiopia gives priority to individual rights.
3. Which of the following is true about ethnocentrism?
   (*a*) Ethnocentrism is the tendency to evaluate cultures in their own terms.
   (*b*) Strong ethnocentrism may lead to conflicts between different cultural groups.
   (*c*) Ethnocentrism is a tendency to consider one's culture or religion superior to that of others.
   (*d*) Ethnocentrism does not allow us to understand the true qualities of other cultures.
   (*e*) all of the above
4. Which of the following does not go with group rights?
   (*a*) the right to self-determination
   (*b*) the right to the child to learn in his/her mother tongue
   (*c*) the right to develop one's culture
   (*d*) the right to self-governance
   (*e*) the right to vote

Part II – Short answers

1. What is the difference between the first and second Woyane Movements?
2. What are the advantages and disadvantages of affirmative action?
3. What are the advantages of cultural relativism to maintain harmonious relationships in a multicultural state like Ethiopia?

Unit 4
Justice

Introduction

In Grade 11, you discussed about the equity of burdens and benefits and its history in Ethiopia. You also saw the different components of the justice system along with the working of the courts in Ethiopia. Here you will understand more about the importance of equity of benefits and justice. You will also see the relationship between crime and justice as well as the workings of the judiciary.

Lessons

1. Equity of Benefits and Burdens
2. Justice and the Judiciary
3. Crime and Justice
4. Justice in Taxation

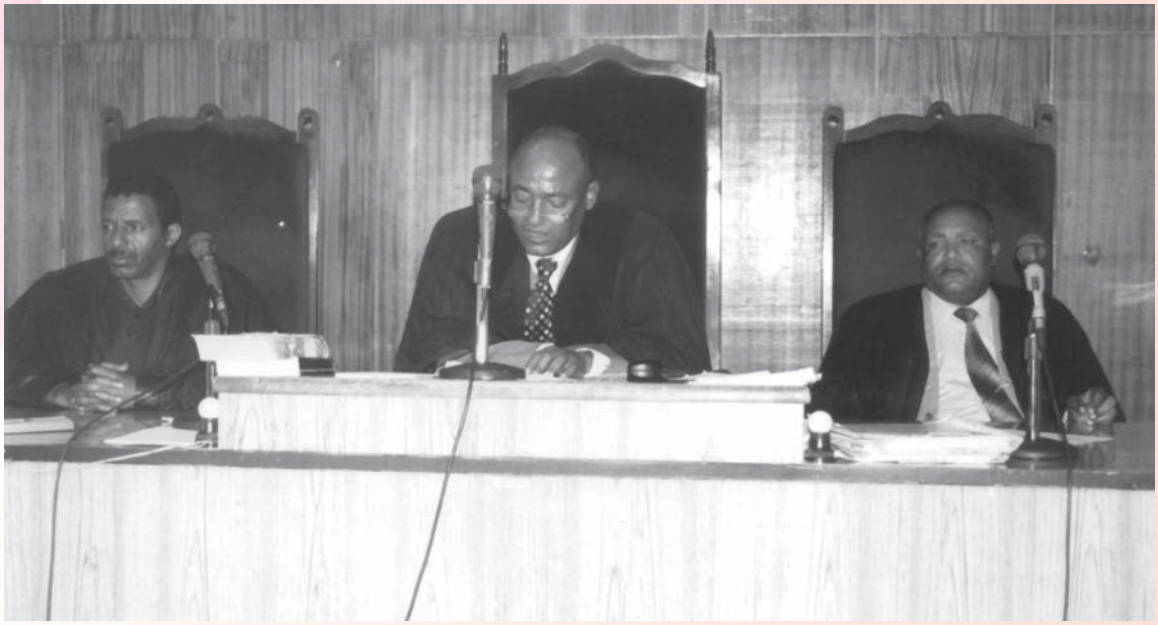
What you will learn

You will:

- realize the necessity of equity of benefits and justice.
- understand the workings of justice and the judiciary.
- recognize the relationship between crime and justice.
- realize the necessity of maintenance of justice in taxation.

Key words and concepts

- Corruption
- Crime
- Criminal law
- Domestication
- Drug trafficking
- Genocide
- Judiciary
- Ratification
- Terrorism



LESSON 1

Equity of Benefits and Burdens

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

- explain the importance of equity of benefits and burdens for creating a sense of equality among the peoples of Ethiopia.

Compare the benefits and burdens you see in your area compared with what you know exists elsewhere.

In Grade 11, you were introduced to the concepts of benefits and burdens. You saw what benefits and burdens are and how they should be distributed. In this lesson, you will learn about equity of benefits and burdens and how this creates a sense of equality.

It is important that people share the benefits and burdens equally. This creates a sense of belonging to a country, in addition to which, people live harmoniously when the benefits and burdens are distributed equally. This is also related to the idea that those who work hard should benefit more.

In the absence of equal distribution of benefits and burdens, those who shoulder the biggest burden and do not get the biggest benefit could be hurt. In such cases they may resist and may resort to violent means to restore what is fair. Only when the benefits and burdens are distributed fairly will there be harmony.

Nations, Nationalities and Peoples of Ethiopia contribute to the development of their country within their own capacity. In some places people are farmers and produce food items. In other places there are factories and people produce factory products like clothes, shoes, tables and chairs. The contribution of the various peoples of Ethiopia is very important for all of us. This is because sharing the burden is one of the requirements needed for development. When all people participate in shouldering this burden, and accordingly reap the benefits, their sense of belonging increases and life becomes harmonious. For this reason, many countries have policies that promote income equality among people.



People have to shoulder many burdens

Equity of Benefits and Burdens

CASE STUDY

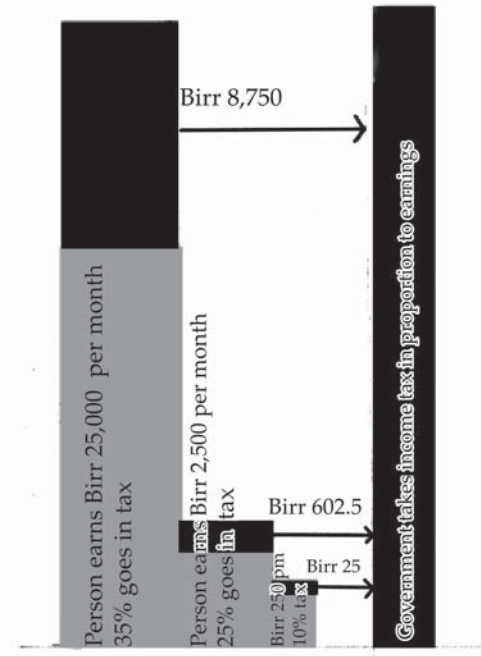
Progressive Taxation

One of the means through which governments promote income equality is by imposing progressive taxation. The concept of progressive taxation is that those people who earn more income should be taxed higher than those who earn less. This means those who earn more, pay more percent of their income and those who earn less income, pay less percentage of their income. In Ethiopia progressive taxation is the practice and personal income tax is paid according to Proclamation number 286/2002. Under this proclamation, those who earn below 150 Birr will not pay income, and those who earn more than 5000 Birr pay around 35 percent of their income.

Monthly income	Tax rate
(Birr)	(%)
Up to 150	Nil
151–650	10
651–1400	15
1401–2350	20
2351–3550	25
3551–5000	30
Above 5000	35

Table to show income brackets

Do you think the Ethiopian personal income tax rate promotes income equality? Discuss in the class.



Graph to show how the more a person earns the more he pays

REMEMBER

- Benefits are believed to be good for an individual or a group.
- Burdens are requirements or responsibilities to be undertaken in order to get benefits.
- Both benefits and burdens should be distributed fairly.

LESSON 2

Justice and the Judiciary

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

- describe the role of justice and the judiciary in a democracy.

How do you think justice should be dispensed?

The judiciary deals with controversies that need to be resolved and sentences individuals/groups when the law has been broken. In addition, the judiciary also has a role in sustaining democracy, defending the Constitution and upholding international norms and values. In this lesson, you will discuss these in more detail.

You have discussed in depth the different elements of a democratic system. You know that democracy is rule through the consent of the people. You also know that democracy is based on the supremacy of the Constitution and rule of law. The judiciary, as the upholder of these principles, has the responsibility to restore justice whenever these principles are violated and whenever a situation occurs that undermines these elements.

One of the major elements of a democratic system is, for example, a free and fair election. If one of the contenders in the election does something to undermine the other party and performs an illegal act, the judiciary will intervene and take the appropriate measures to correct this wrongful act. This indicates that the judiciary probably plays the biggest role in sustaining a democratic system.

CASE STUDY

Election Court Cases

The 2000 presidential election in the United States of America required the intervention of the judiciary to establish who the winner was. The race was a close one leaving only one state to decide who the next president would be. This race was between George W. Bush and Al Gore.

The vote counting in Florida was very close in that, when the results were announced, George W. Bush had won by only half of one percent of the votes. Under Florida Law it demands that an immediate recount be made in the case that the difference is less than half of one percent of the total tally. An immediate recount was made and still the votes were less than one half of one percent.

Al Gore took the case to the Supreme Court of Florida arguing that the machines that counted had errors and the votes should be counted manually. The Florida Supreme Court decided that the votes should be manually recounted. However, Bush took the case to the US Supreme Court. The US Supreme Court decided that the votes should not be recounted and established that George W. Bush become president-elect.

? Do you think that the judiciary in the US helped uphold the democratic system? In what way? Discuss in the class.

Justice and the Judiciary

Another role of the judiciary is to defend the Constitution. You have previously learnt that the Constitution is the supreme law of the land. With the exception of interpreting the Constitution, the judiciary has the responsibility to defend and enforce it. When there are issues that are disputed with regards to the Constitution they should be taken to the House of Federation. This is clearly stipulated in Article 83 of the FDRE Constitution which states:

Interpretation of the Constitution

1. *All constitutional disputes shall be decided by the House of the Federation.*
2. *The House of the Federation shall, within thirty days of receipt, decide a constitutional dispute submitted to it by the Council of Constitutional Inquiry.*

Apart from these exceptions, it is the mandate of the judiciary to defend the Constitution. When an individual or an institution acts unconstitutionally, the judiciary is vested with the power of taking the appropriate measure according to the stated law that is based on the Constitution. This again is very much related to sustaining a democratic system since a democratic system is manifested by due respect and protection of the Constitution. This means the judiciary will be involved when there is a breach of the constitutional right of individuals/groups or any constitutional principles.

The other role of the judiciary pertains to the upholding of international norms and values. As discussed before, there are many common values and norms that a country shares with the rest of the world. Most of these are concerned with the rights of individuals. A constitution has a vital role to play in defending these international norms and values.

In order for the judiciary to formally defend these international norms and values they must pass through domestication. Domestication is a process where the country officially recognizes certain international principles as important and includes them in its own laws. This is usually done by signing international conventions and approving these in the Parliament to make them the law of the land. In Ethiopia the responsibility for signing the international conventions and agreements is given to the executive branch of the government. But this agreement has to be approved by the House of Peoples' Representatives. This approval is called ratification and it must be printed in the official newspaper — Negarit Gazeta.


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FEDERAL NEGARIT GAZETA
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PROCLAMATION NO. 471/2005.

Negarit Gazeta — the official legal newspaper

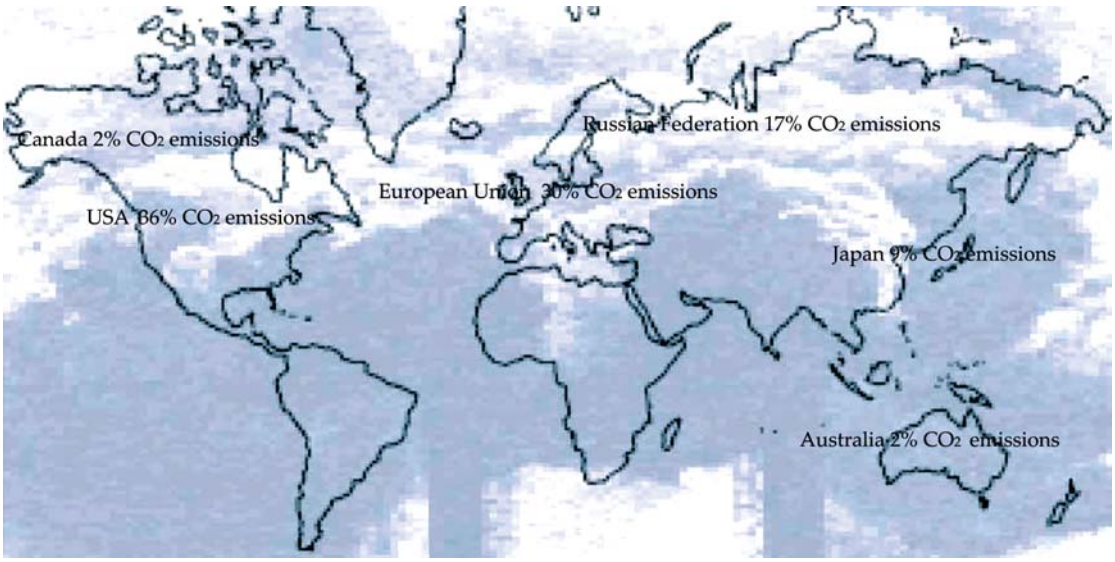
Justice and the Judiciary

CASE STUDY

Ethiopia Signs the Kyoto Protocol

Increasingly, concerns about the deteriorating state of our environment have gained more importance in international meetings. Over the past few years the debate and discussion on environmental protection has intensified. The major issue is that the industrial emissions from developed countries have increased and are harming our environment. The damage affects developing countries since they are more reliant on natural resources. Because of environmental pollution countries are being pressured to reduce their carbon emissions in order to reduce the damage to the environment. The Kyoto protocol is an agreement adopted in 1997 to urge developed countries to reduce greenhouse gas emissions. More than 130 countries signed the agreement which was later ratified by the HPR and became part of the legal system of Ethiopia.

? Discuss the impact of a developed country not signing the Kyoto agreement. What difficulties may Ethiopia face by signing this agreement?



Pollution — fears about its effect on the ozone layer led to the Kyoto Protocol

REMEMBER

- The judiciary has many roles in preserving justice.
- The judiciary plays a vital role in defending the Constitution and sustaining democracy.
- The judiciary plays a vital role in upholding international norms and values.

LESSON 3

Crime and Justice

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

- identify the different crimes that occur in the world.

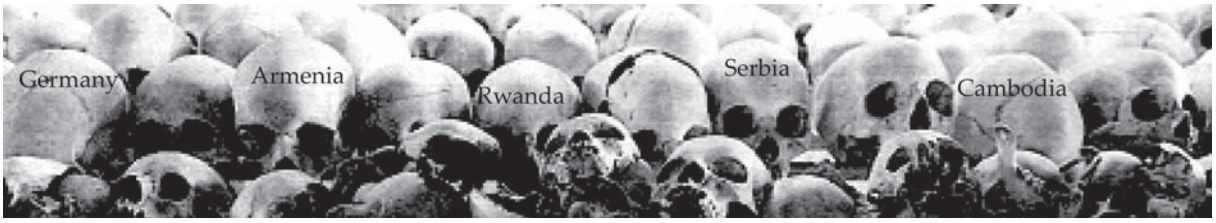
Try to list the acts that you consider are crimes and discuss why you think they are so?

In Grade 11, you discussed the different types of justice, one of which is corrective justice which deals with correcting unjust acts. One of these unjust acts is crime. According to John Stuart Mill, crime is the wrongful use of power or wrongful aggression against someone. So corrective justice controls wrongful aggressions and misuse of power over others. Aggression is often caused when there is inequality of power between individuals. This inequality could be caused by situations or nature. The instrument through which corrective justice is dispensed is called Criminal Law.

There are different types of crimes. These include: genocide, drug trafficking, terrorism, deliberately transmitting diseases and corruption.

Genocide: Formally defined, genocide is the act or attempt to exterminate/make extinct a clan, family or people. It comes from the Greek words 'genos' meaning clan, family or people while 'occidio' means total extinction or extermination. This is a type of crime that is committed with the intent of exterminating a group of people based on their specific characteristics or identities. This is the worst of the crimes because it involves taking the lives of people. Life is one of the most basic rights of human beings. Genocide results in killing people, not because they did something bad, but because they belong to a certain race or follow a certain religion. People who commit this crime do not differentiate adults from children, making genocide the cruellest type of crime of all.

Drug Trafficking: This is the crime of using, distributing or circulating narcotic drugs. This crime causes a serious damage to people's health. These drugs are usually addictive and excessive use of them can cause serious damage to the brain and certain organs of the body. In addition to damaging the health of the person, it affects their social life



Locations of genocides in the world

Crime and Justice

with others. People who use or are addicted to narcotic drugs will not have a normal relationship with others. Whenever they have not taken the drug, they can become angry and frustrated so they treat people badly. Because of this, people avoid addicts. The other damage of these drugs is the economic problem they pose. People who use drugs require a lot of money to buy them. As a result, they compromise their basic needs like food, clothing and shelter in order to fulfill their addiction. Drug trafficking is a criminal offense which affects the social and economic health of a country.

CASE STUDY

The Drug Lords of Mexico

Cocaine is a drug obtained from coca leaves and it is very addictive. In some countries it is used as anaesthetics for minor surgeries. It is widely known for being abused by drug dealers. Close to 75 percent of this illegal drug that enters the United States, comes from Mexico. This is done by very powerful and rich drug traders. These powerful drug dealers are so rich that they pay the Mexican officials for protection and are very violent. They kill whoever stands in their way and their business. They coercively take whatever they want without being questioned by anyone.

In 1996, in the United States, there were 13 million illegal drug users. These people damage their health profoundly. They become addicted and use up all their money buying these drugs. They become more addicted and when they finally lose their money they turn to violence and illegal activities in order to satisfy their addiction. There is a strong relationship between drug use and crime. Students drop out of school because of this problem. The drug lords in Mexico are partly to blame for these illegal activities.

? Discuss whether there is addictive drug use in your area and the problems it has caused.

Terrorism: Terrorism is the deliberate act of endangering the lives of people or property, or denying the freedom of a person or group of persons. It is done to force or coerce either the government or the people to do something or stop doing something. Instead of convincing the people and the government to take a certain action or not to take a certain action, terrorism resorts to violence to achieve a goal. In the process of doing this, terrorists harm innocent people who are unaware of the situation. As a consequence, there could be a lot of damage to lives and property. One example is that undertaken by religious extremists who destroy themselves and others.

CASE STUDY

Terrorism in Italy

In the late 1960s and early 1970s the neo-fascists engaged in terrorist activities in Italy to destroy the democratic system. There were a series of bombings of public places. They targeted and killed public officials. They killed politicians, journalists, police officials and businessmen.

They wanted to build an authoritarian rule in the country. This violence grew and, in 1978, the terrorists kidnapped the former Italian prime minister

Crime and Justice

and demanded that all the terrorist prisoners be freed. The Italian government did not negotiate with the terrorists and the former prime minister was found murdered. However, the terrorist groups failed to realize their aims through force and eventually they were weakened.

Can you identify current examples of terrorist actions across the world? Discuss the methods they use, their goals and the implications for society.

Deliberate Transmission of Disease: This is another crime that has developed with the expansion of incurable diseases. The most common of these is HIV/AIDS. Some carriers of the HIV lose hope and, out of resentment, they try to infect other people. This is considered as a crime of homicide which is the deliberate murder of an individual. The most basic right for an individual is the right to life and anything that threatens this right is treated as a serious crime. In the Ethiopian Penal Code (the law related to the punishment of crimes) there are two major articles that are related to the deliberate transmission of disease. The first one, Article 503 of the penal code, criminalizes any kind of deliberate transmission of communicable diseases. The other one is Article 521 that relates to the criminalizing of the causing of death of a human being, no matter what the means.

Article 503 — Spreading of Human Diseases.

(1) *Whosoever intentionally spreads or transmits a communicable human disease, is punishable with simple imprisonment or fine.*

(2) *The court may pass sentence of rigorous imprisonment not exceeding five years, if necessary in addition to a fine*:

(*a*) *Where the offender has maliciously transmitted a grave disease; or*

(*b*) *where the disease is not sporadic but epidemic.*

(3) *Where the offender has acted through negligence, the punishment is simple imprisonment not exceeding one year, or fine.*

Article 521 — Principle.

Whosoever causes the death of a human being intentionally or by negligence, no matter what the means used, commits homicide.

The nature and extent of the punishment awarded to him who commits intentional homicide shall be determined according to whether the homicide is simple, or aggravated or extenuated by the circumstances specified in the following Articles.

Any homicide, whether committed intentionally or by negligence, shall be punished by lawful judicial process....

Corruption: Corruption, defined by many countries and international organizations, is the abuse of public office for private gain. People entrusted with operating and managing public office or resources are supposed to treat all people equally according to the stated law and procedures of the enterprise. Some officials abuse their responsibility and use it to personal benefit or to benefit their family or friends.

This corruption is an international phenomena and no country is totally free of it. It has a lot of negative effects. One of the biggest impacts of corruption is that it hinders the development efforts of a country. This mainly comes through reduced investment because, when investors come to invest in a corrupt system, they will be required to pay the corrupt officials to get the necessary services. Moreover, this corrupt practice reduces public confidence in the civil servants. This causes friction between the public and the government.

Crime and Justice

Another negative impact of corruption is that it undermines the rule of law because corrupt officials tend to do things illegally against the interests of the public. Sometimes the officials in the legal system become corrupt and fail to take the necessary actions to uphold justice.

Thus corruption is an evil that countries need to fight to the best of their abilities. Measures are usually taken by different countries to minimize the act of corruption through the promulgation of the appropriate laws and increasing the scale of punishment. In addition, creating awareness among people about their rights and encouraging them to reveal corrupt activities by officials is also important. Fighting corruption is something that requires the concerted efforts of all people.

In Ethiopia, the Federal Ethics and Anti-corruption Commission has been established to investigate, prosecute, check and prevent corruption. Article 408 of the criminal code defines corruption as:

Corrupt Practices

1. *Any public servant who, directly or indirectly, seeks, receives or exacts a promise of an advantage for himself or another, in consideration for the performance or omission of an act, in violation of the duties proper to his office, is punishable with simple imprisonment for not less than one year, or rigorous imprisonment not exceeding ten years and fine not exceeding twenty thousand Birr.*

What should be your role in the fight against corruption at a national level? Discuss as a class.

Having discussed the major types of crime, it is important to discuss the rights of the accused. When a person is accused it does not automatically mean that he/she is an offender. It just means that he/she is suspected of committing a crime and the judiciary is responsible to check whether he/she is in fact a criminal or not. This is done through conducting a public trial.

Therefore, all accused persons have a right to a public trial. This gives the accused the assurance of a fair and transparent trial where he/she could voice their arguments so the truth eventually emerges. If that person is found guilty through that process then it means he/she is convicted.

Another right that the accused has is the right to full notice of the charge. This means the accused has the right to receive full information about the details of the charge brought against them in the language they understand. These include the date and place where the said offence was committed. This will allow the accused person to justify and bring evidence to the trial.

The other right of the accused is the right to presumption of innocence until proven guilty through trial. Therefore, the accused person has to be treated with the same respect and dignity as any other person.

Another right of the accused is the right to present adequate evidence of innocence. In order to find out the truth of the matter all evidences that inform the situation from both sides are needed. In order to find this information, the accused should have the right to present adequate evidence that shows his/her innocence. Without this right the trial would not be fair.

Related to this right is the right to counsel. People may not have the proper knowledge about the legal system and how they should defend their case. Under these situations the trial may become unfair. In order to avoid this, the accused has the

Crime and Justice

right to appoint a counsel of their choice and, if they cannot afford to hire one, the state will assign one to them at its own expense.

Other rights of the accused include the right to an interpreter and the right to appeal. The right to an interpreter is the right to have a translator present when the court process is conducted in another language. The right to appeal is a right to go to a higher court to reverse a decision already made by the law court. This is to give a second chance to the accused to prove their case and rectify mistaken judgments.

Article 20 — Rights of Persons Accused

1. *Accused persons have the right to a public trial by an ordinary court of law within a reasonable time after having been charged. The court may hear cases in a closed session only with a view to protecting the right to privacy of the parties concerned, public morals and national security.*
2. *Accused persons have the right to be informed with sufficient particulars of the charge brought against them and to be given the charge in writing.*
3. *During proceedings accused persons have the right to be presumed innocent until proved guilty according to law and not to be compelled to testify against themselves.*
4. *Accused persons have the right to full access to any evidence presented against them, to examine witnesses testifying against them, to adduce or to have evidence produced in their own defense, and to obtain the attendance of and examination of witnesses on their behalf before the court.*
5. *Accused persons have the right to be represented by legal counsel of their choice, and, if they do not have sufficient means to pay for it and miscarriage of justice would result, to be provided with legal representation at state expense.*
6. *All persons have the right of appeal to the competent court against an order or a judgment of the court which first heard the case.*
7. *They have the right to request for the assistance of an interpreter at state expense where the court proceedings are conducted in a language that they do not understand.*

? Form pairs. One will play the role of the police and the other will play the role of a suspect. Taking into consideration these rights of the suspect, create a role play to show how the police should treat the suspect.

REMEMBER

- Crime is the wrongful use of power or aggression against others.
- Genocide is one of the worst crimes and it means the extinction/extermination of a corporate group for being what they are.
- Drug trafficking is the crime of using, distributing or circulating narcotic drugs.
- Terrorism is the deliberate act of endangering the lives of people or property, or denying freedom of a person or group of persons for the purpose of forcing or coercing.
- Corruption is the abuse of public office for private gain.

LESSON 4

Justice in Taxation

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

- explain the notion of tax evasion, fraud and avoidance.
- describe the place of taxation in the national economy.
- elaborate the importance of compliance with tax laws.

Have you ever heard of people trying to avoid paying taxes? What do you think happens to a nation if tax is not properly collected?

Discuss these issues in the class.

In Grade 11, you discussed about the rights and duties of tax payers. Here you will discuss some of the ways people use to avoid paying taxes. When tax payers fail to perform their duties it means they are doing something illegal.

The illegal avoidance of taxes is called tax evasion. Tax evasion or fraud is where people do not reveal their total income or pay the appropriate tax. In most cases people engage in tax evasion when they feel their tax rate is too high. Measuring tax evasion is very difficult because people are usually required to report their own income. But they could cheat and understate their earning so that the percentage they pay would be less.

Other countries take different measures to check whether people are honest about earnings so that the appropriate tax is paid. Because it is a criminal offence, the punishment of tax evasion is usually very severe to discourage people from committing this kind of crime.

Another illegal act of avoiding tax is contraband. Contraband is illegal international trading of goods to avoid trade taxes which denies the government an income. For example, in Ethiopia, where imports are taxed, some people try to import goods illegally through borders.

Tax evasion is different from tax avoidance. They are different because tax avoidance is legal while tax evasion is illegal. Tax avoidance is the act of changing a business venture or investment to one that pays less tax. This is done when businessmen are smart enough to decide in what type of business to invest. Some sectors are favoured by the government so people who invest in them are charged less tax. So tax avoidance is a legal way of avoiding paying taxes.

Justice in Taxation

CASE STUDY

Export Sector

Some years ago there was export tax *i.e.*, a percentage of the value of the merchandise exported was taxed, but then it was removed. This was done by the government to encourage people to export and bring foreign exchange into the country. Accordingly, people who wished to avoid paying tax engaged in the export of goods and services. This was an intentional act by the government to encourage people to engage in the export sector. This change in business ventures was to achieve tax avoidance.

? Discuss tax avoidance and how the government uses it as an incentive to promote certain sectors.

You have discussed before that the government levies taxes because it requires money to provide services and invest in development activities. The importance of taxation to the national economy emanates from the importance of government services and development activities in the country. Especially in a developing country like Ethiopia, the importance of tax collection for government revenue is paramount.

The government has the role of creating a conducive situation for the private sector to accelerate growth. This incorporates building infrastructures including electric power, and communication infrastructures such as roads and the like. It also facilitates growth and development by making its services to the public efficient. This includes issuing licenses, maintaining security and enforcing the rule of law. These are components that are vital for the development process.

In order to do all these things the government requires money. The major source of money for the government is tax from the people. Some developing countries also receive grants and aid to do all the above necessary things; but grants and aid are not predictable and depend on the benevolence of other governments. If a government could manage to collect more funds for its activities from taxes, permanent projects could be predictably planned and executed. This is why it is important to always follow the laws of taxation. Tax laws are promulgated mainly to monitor the fair collection of tax to maintain income equality of people.

You can see that whatever the government does depends on the amount of money it can collect. Whenever you see something in your neighbourhood that requires the government's attention, you have to know that it's only when enough tax is collected that it could be attended to.

Ethiopian Tax Laws 2004 Criminal Code Article 349 — Unlawful Refusal to Pay Public Taxes or Dues.

(1) *Whoever, being duly ordered to pay the taxes or dues prescribed by law, whether in kind or in cash, and validly assessed by the competent authority, refuses to pay, though able so to do, taxes on land, property or different kinds of income, or any other due or tax whatsoever, is punishable, without prejudice to the payment of the tax or due, with simple imprisonment for not less than one year and fine.*

(2) *Where the refusal is accompanied by threats, violence, or assault, by the display or use of arms, or by disorder or revolt, the punishment prescribed by the relevant provisions shall apply concurrently* (*Art. 85*).

Article 350 — Incitement to Refusal to pay Taxes.

(1) *Whoever incites another, by acts, gifts, speeches,*

Justice in Taxation

threats, or in any other way, to refuse to pay the taxes or dues prescribed by law, is punishable with simple imprisonment from one year to three years and fine.

(2) *Where the case is more serious, as a result of the spread of the crime, the punishment shall be rigorous imprisonment from three years to ten years and fine.*

Where the crime is punishable under a more severe provision, such as incitement to riot or to the overthrow of authority, the punishment may be aggravated in accordance with the relevant provision prescribed for concurrent crimes (Art. 85).

? Tax evasion and fraud are criminal offences. Do you agree that they should be regarded as serious crimes? Why?

REMEMBER

- Tax evasion or fraud is where people avoid paying the appropriate amount of tax.
- Tax avoidance is the act of changing a business venture or investment to one that pays less tax.
- Contraband is the illegal international trading of goods to avoid trade taxes.
- The importance of taxation to the national economy emanates from the duty of the government to give services and encourage development activities.

UNIT SUMMARY

You have discussed in this unit, the importance of fairness in the distribution of resources and how it is possible to fairly distribute them. You have also discussed the roles of the judiciary in upholding a democratic system. You saw that the judiciary plays a prominent role in ensuring that democratic principles are followed in the country.

In addition, you have seen the different types of crimes and what kind of damage they cause society. You also saw that the judiciary fights against crime through criminal law. Moreover, accused persons have many rights such as the right to public trial, the right to full notice of the charge, right to the presumption of innocence, the right to an interpreter and appeal.

Finally, you considered the problems of tax evasion and fraud and realized that these acts are criminal offences, unlike tax avoidance which can benefit the individual and is legal.

GLOSSARY

Corruption:	The abuse of public office for private gain.
Crime:	The misuse of power or wrongful aggression against someone.
Domestication:	A process where the country officially recognizes certain international principles as important and includes them in its own laws.
Drug trafficking:	Using, distributing or circulating narcotic drugs.
Genocide:	The act or attempt to exterminate/make extinct a clan, family or people.
Judiciary:	The institution where the law is interpreted.
Ratification:	The approval of the signing of international conventions by the House of Peoples' Representatives.
Tax avoidance:	The act of changing a business venture or investment to one that pays less tax.
Tax evasion:	The unwillingness of people to pay their fair share of tax.
Terrorism:	A deliberate act of endangering the lives of people or property, or freedom of a person/group to coerce the government/people to do, or stop doing, something.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. In the absence of equal distribution of benefits and burdens:
   (*a*) violence prevails
   (*b*) a few people get rich
   (*c*) promotes growth in a country
   (*d*) all except (*c*)
2. Which of the following is the role of the judiciary in a democracy?
   (*a*) upholds democratic principles
   (*b*) defends the Constitution
   (*c*) interprets the law of the land
   (*d*) all
3. Which of the following is the deliberate destruction of life and property to force one's objective on others?
   (*a*) genocide
   (*b*) deliberate transmission of diseases
   (*c*) terrorism
   (*d*) all
4. Which of the following is a right of an accused person?
   (*a*) the right to counsel
   (*b*) the right to disregard the order of the court
   (*c*) the right to appeal
   (*d*) all

Part II – Short answers

1. Briefly describe the importance of signing international agreements for Ethiopia.
2. Apart from the major crimes discussed in the text, try to identify other types of crimes.
3. What is the difference between tax evasion and tax avoidance?

Unit 5
Patriotism

Introduction

You discussed issues related to patriotism in the previous grades. In Grade 11, you dealt with the duties of patriotic citizens at a national level. In this unit, you will have more discussion on quality and duties of patriotic citizens at a global level because you should have concern for the world community. You will also discuss the place of Ethiopian history within the international context.

Lessons

1. The Quality of a Patriot
2. Ethiopian History in an International Perspective
3. The Duties of a Patriot Citizen
4. Concern for the International Community

What you will learn

You will:

- realize the quality of a patriot.
- understand the place of Ethiopian history in the international context.
- recognize the concern of a patriot for the well-being of the international community.

Key words and concepts

- Morality
- Rational criticism
- Respect
- Racial discrimination
- Segregation
- Truthfulness
- Virtue

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



LESSON 1

The Quality of a Patriot

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

- explain how respecting human and democratic rights is one of the qualities of a patriot.

➢ Who is responsible for respecting human and democratic rights?

The struggle for the respect of human and democratic rights

You discussed human and democratic rights in the previous grades as well as in Unit 1 of this text. Human and democratic rights are incorporated in international documents such as the Universal Declaration of Human Rights (1948) and in constitutions of many countries.

The human and democratic rights that we talk about today were not fully respected, even in countries which have a long history of a democratic culture. You discussed in the previous grades that basic political rights, such as the right to elect or be elected, were limited to certain categories of people. The poor, women, black and other coloured people did not enjoy these basic rights in the United States.

Human and democratic rights have been recognized as a result of a continuous and bitter struggle. The French Revolution and the American Revolution are good examples. The struggles of black people and women in the United States and other parts of the world are other examples. Americans managed to establish their state on the basis of a modern constitution after a bitter struggle against the British colonial rule.

The struggle of the Ethiopian peoples for equality and democracy has led to the emergence of a democratic constitution and the beginning of a democratic process in Ethiopia. The FDRE Constitution incorporates human and democratic rights.

Examples of Articles from the FDRE Constitution

1. ***Human rights***
   - *Article 15 - Right to life;*
   - *Article 16 - The right to the security of person;*
   - *Article 17 - Right to liberty;*
   - *Article 18 - Prohibition against inhuman treatment*:

1. *Everyone has the right to protection against cruel, inhuman or degrading treatment or punishment.*
2. *No one shall be held in slavery or servitude. Trafficking in human beings for whatever purpose is prohibited.*

2. ***Democratic rights***
   - *Article 30 - The right to assembly, demonstration and petition*:

1. *Everyone has the right to assemble and to demonstrate together with others peaceably and unarmed, and to petition. Appropriate*

The Quality of a Patriot

regulations may be made in the interest of public convenience relating to the location of open-air meetings and the route of movement of demonstrators or, for the protection of democratic rights, public morality and peace during such a meeting or demonstration.

- *Article 31 - Freedom of association;*
- *Article 32 - Freedom of movement.*

? Form groups and discuss the importance of protecting human and democratic rights to promote the democratic process in Ethiopia.

CASE STUDY

Martin Luther King Junior and Rosa Parks — prominent civil rights activists

Martin Luther King Junior was an African American born in Atlanta, Georgia in 1929. He was one of the famous civil rights leaders in the USA. He became more famous after the imprisonment of Rosa Parks, a black woman, who was also a civil rights' activist. Rosa Parks was sent to prison for refusing to give up her bus seat to a white man.

The bus service in Montgomery-Alabama was based on a racist law. Only white people were allowed to use the front seats while blacks had to use the back seats and were forced to give their seats to white people when more got into the bus. Rosa Parks acted against this discrimination on 5 December 1955. She refused to give up her seat to a white man though the driver told her to do so. Other blacks gave up their seats to whites while Rosa Parks said "No!" As a result, she was sent to prison.

The black people of Montgomery started a bus boycott in response to Rosa Parks' imprisonment. The boycott continued for about a year. King was a spokesman of the leaders of the boycott. In December 1956, the United States Supreme Court cancelled the segregation laws that ended discrimination against blacks using public buses.

King served as the leader of the black civil rights' movement in the United States until his death. King was killed on 4 April, 1968 after addressing his last speech. King was famous in his fight against racism. In one speech King said: "I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today!"



Rosa Parks



Martin Luther King Junior

US citizens who stood up for their rights

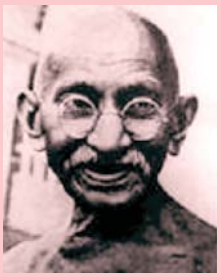
? Discuss the following questions as a class

- Do you think that the efforts of King and Rosa Parks brought about the desired effects?
- Which other prominent civil right activists advocated non-violent methods of struggle?
- Do you think that people like King and Rosa Parks were patriots? Why?

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CASE STUDY

Mohandas Gandhi



After he suffered discrimination in South Africa, he became a human rights' activist. Through his activities, he influenced the future political development in different parts of the world. Gandhi said: "You must be the change you wish to see in the world. I have not the shadow of a doubt that any man or woman can achieve what I have, if he or she would make the same effort and cultivate the same hope and faith."

? Research and report on Mohandas Gandhi's method of struggle when the British ruled India. Discuss the similarities and differences between Martin Luther King Jnr's and Gandhi's methods of struggle.

CASE STUDY

Exercising democracy or violating the rights of others

Students of a particular university in Ethiopia were complaining about the quality of the food provided by the university cafeteria. The problem was not solved though the representatives of the students discussed it with the dean of students. Many students agreed to boycott the food for three days in order to get the attention of the university administration. However, there were students who did not agree with this idea. They continued going to the cafeteria. The students who were boycotting were annoyed by the act of these students. They announced that no one should go to the cafeteria and tried to force students who did not agree to boycott. This led to fighting between the two groups and some students were injured as a result of the conflict.



Students taking part in a protest

? Discuss the following questions in groups based on this case study.

- Do you observe any violation of rights in the above case? If that is so who violated the rights and whose rights were violated?
- Do you think that all students of the university should have the same opinion about these kinds of issues? Why?
- Is it proper to force others to change their opinions or decisions? Do you think that this violates any Article of the FDRE Constitution?

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Ethical behaviours

Some people use morality and ethics interchangeably as if they have the same meaning. The two terms have different meanings though both are related to the idea of good and bad as well as right and wrong. The term ethics comes from the Greek term ethos which means behaviour. It is the philosophical study of human behaviour and motivation. Ethics refers to the study of moral standards and how they affect behaviour. Ethics is sometimes called moral philosophy.

Morality is a system that tells you how to act whereas ethics is the study of that system. Morality comes from 'mores' that means custom. It deals with a system of behaviour related to standards of right or wrong. Morality is somewhat similar to the principles of virtue and goodness. Morality is important because it ensures good and fair relationships. It helps people to act in a good way which is important to have harmonious relations and a good society.

The study of morality is a subset of ethics. It deals specifically with interpersonal relationships and the analysis of our duties and rights. In short, morality describes the principles that govern our behaviour. Society would lack social order if we did not govern our behaviour by moral principles and if everybody acted as he or she wished.

There are widely accepted ethical behaviours which help create harmonious relationships. Being respectful, honest, truthful and fair are acceptable behaviours. Treating people with respect is a sign of civility. It helps us get along, have good relationships with each other, resolve conflicts and create a harmonious social environment. It refers to refraining from ridiculing and hurting others, accepting personal differences and listening to what others have to say.

Fairness is another ethical behaviour. Treating other people with fairness includes treating others the way you want to be treated; impartial treatment of people; being open minded and reasonable; acting according to rules and considering the feelings of people who will be affected by your actions and decisions.

Truthfulness is the basis of good relationship and character. When you keep your promises and keep secrets you are a truthful person. Truthful people are honest, reliable, loyal and principled. They never betray a confidence without sufficient reason. When you try to keep promises, be reliable, and honest, you will have good social relationships with other people.

Courage is to be brave and confident to do what you believe in and what you want to do. Courageous people stand up for what is right. They do not hesitate to say 'No' when they see something wrong. Fear of failure does not prevent them from trying new things. They are not afraid to express themselves just because some people might disapprove of their ideas. Influenced by their friends, some students go the wrong way because they lack the courage to say 'No'. They suffer more because they make decisions under peer influence.

The Quality of a Patriot

CASE STUDY

How do you manage peer influence?

Taye, Tolosa and Sebhat are high school students. They have been friends for a long time. They visit each other's house and share many things. Tolosa and Sebhat have started smoking. They consider smoking as a sign of modernity. They tried to persuade Taye to smoke. Taye does not want to start smoking but he does not want to lose his friends either. One day, when three of them were sitting in Tolosa's room, Sebhat pulled out a cigarette and gave it to Taye. "Try it just for today! We are friends: Let us enjoy it together!" Taye hesitated!



Smoking — is it a sign of modernity?

Debate on the following questions as a class.

- Should Taye take the cigarette and start smoking to appease his friends?
- Should Taye refuse the cigarette and move away from his friends?
- What is the importance of courage in this case?
- How can you stand up against negative peer pressure which pushes you to bad habits such as smoking?
- What makes it difficult to resist these kinds of pressures?

REMEMBER

- Human rights and democratic rights were not fully respected, even in countries which have a long history of democratic culture.
- Human and democratic rights have evolved as a result of a continuous and bitter struggle.
- The current constitution and democratic process in Ethiopia is a result of the struggle of Ethiopian peoples for equality and democracy.
- Ethics is the philosophical study of human behaviour. It studies moral standards and how they affect human behaviour.
- Morality is a system that tells you how to act whereas ethics is the study of that system.
- Being respectful, honest, truthful and fair are widely accepted ethical behaviours.

LESSON 2

Ethiopian History in an International Perspective

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

- describe Ethiopia's contribution to the world.

Can you name two major contributions of Ethiopia to the nations of Africa?

Ethiopia is a country of ancient history. It is also regarded as a symbol of independence in Africa. Ethiopia was free from colonial rule with the exception of a brief period of Italian occupation (1936 – 1941). In those five years, Ethiopian patriots, even in the absence of their Emperor, fought against the Italian forces. Mussolini invaded Ethiopia in 1936 to revenge the humiliating defeat of the Italian army at the Battle of Adwa (1896). The victory of Adwa made Ethiopia the only African country to successfully defend its independence, defeating a colonial power.

In addition to defending its independence, Ethiopia has made significant contributions to the peace and stability of the world. Ethiopia was one of the earliest members of the League of Nations which was founded in 1920 to maintain global peace and cooperation. Ethiopia became a member of the League in 1923 when most of the African countries were ruled by European colonial forces. At that time there were two African countries, Liberia and South Africa, which were members of the League.

The existence of the League of Nations came to an end at the beginning of the Second World War (1939–1945). The United Nations (UN) was established at the end of the war in 1945. Ethiopia was one of the few African countries which were members of the United Nations at that time. As a member of the UN, Ethiopia contributed to global peace and stability by sending peacekeeping forces to South Korea, Congo, Rwanda, Burundi etc.

Ethiopia's contribution in other African issues is also great. Addis Ababa is the hub of African diplomacy and the centre of the African Union (AU) formerly called the Organization of African Unity (OAU). This is because Ethiopia was the symbol of independence and anti-colonial struggle in Africa. Moreover, Ethiopia is one of the African countries which contributed to the foundation of the OAU. Emperor Haile Selassie I and President Sekou Toure of Guinea made great efforts to bring together 32 leaders of independent African countries in Addis Ababa in 1963. The OAU was born in Addis Ababa in the presence of famous African leaders including Kwame Nkrumah of Ghana, Jomo Kenyatta of Kenya and Abdul Nasser of Egypt. Ethiopia also plays an important role in other regional organizations such as IGAD (Intergovernmental Authority on Development) and NEPAD (the New Partnership for Africa's Development).

Ethiopian History in an International Perspective

? Research and report on Ethiopia's role in peacekeeping missions in South Korea and Congo. Share your findings in the class for further discussion.


Ethiopian UN forces

CASE STUDIES

IGAD: Intergovernmental Authority on Development

IGAD was previously called IGADD, the Intergovernmental Authority on Drought and Development. Six members: Djibouti, Ethiopia, Kenya, Somalia, Sudan, and Uganda, founded IGADD in East Africa in 1986. The head office of IGAD is in Djibouti. Eritrea became the seventh member in 1993. The member states amended its Charter and changed IGADD to IGAD in 1996.

NEPAD: the New Partnership for Africa's Development

NEPAD was founded to address the current problems of Africa including poverty, underdevelopment and marginalization of the African continent. NEPAD aims to: eradicate poverty; facilitate sustainable development of African countries; help Africa benefit more from the world economy and accelerate women's empowerment.

? Research and report on IGAD or NEPAD. Explain the current role of Ethiopia in IGAD and NEPAD?


The Economic Commission for Africa in Addis Ababa

Ethiopian History in an International Perspective

REMEMBER

- Ethiopia is a country of ancient history and a symbol of independence which defended itself against colonial attempts.
- Ethiopia played an important role internationally. It was a member of the League of Nations and the UN when most other African countries were still under colonial rule.
- Ethiopia contributed to global peace and stability by sending peacekeeping forces to South Korea, Congo, Rwanda, Burundi etc.
- Ethiopia is one of the African countries which contributed greatly to the foundation of OAU.
- Currently Ethiopia also plays an important role in other regional organizations such as IGAD and NEPAD.

LESSON 3

The Duties of a Patriot Citizen

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

- describe what should be the duties of a patriot citizen.
- understand the importance of the symbol of a flag to demonstrate unity.

What are the responsibilities of patriot citizens for accelerating development of their country?

You discussed that patriotic citizens have various duties and responsibilities. These duties are related to promoting the public interest at local and national levels. One of the major duties of a patriotic citizen is playing an exemplary role in defending national security. Citizens can defend the national security by fighting against the enemy of their country, keeping state's secrets, fighting against terrorism and other crimes such as drug trafficking and other illegal trades. They also work hard to promote productivity and fight against poverty; take part in voluntary activities to help the needy and solve community problems.

Another duty of a patriot is to have pride in one's flag because it embodies the historical, cultural and psychological phenomena of a nation. Today there are over two hundred countries in the world each having its own flag. Within many of those countries there are regions and nations which also have their own flags.

The Ethiopian flag has been in place for many centuries. The flag served as a symbol of unity against foreign aggression. Today, besides being an instrument of unity, it should encourage us to overcome our political, economic and social problems as well as to strengthen our national pride.

In Ethiopia, besides having a federal government flag, each region has a separate flag. Besides protecting the national security and respect for the flag, patriotic citizens are expected to make other contributions.

They develop skills to understand, evaluate and support government policies and strategies. They also work together with the government to implement development policies and strategies. They do this because they understand that government alone cannot address all sectors of development and solve all sorts of problems. They also know that government and citizens should work together to accelerate development and eradicate poverty and backwardness.

The role of patriotic citizens is not limited to working together with government to implement policies and strategies. They also forward criticisms when they believe that the policies and strategies are not sound or are inappropriate to solve the socio-economic problems of the country. They do not criticise government policies and strategies blindly. They put forward rational criticism which is based on evidence and practical experience. They

The Duties of a Patriot Citizen

criticise policies with the purpose of improving them because, having better policies and strategies, helps promote development which will be beneficial to all.

In general, citizens help government in its good work and criticize it and its policies based on evidence and reasonable judgement. Patriotic citizens criticize their government and society in order to accelerate economic, social and cultural development.

Discuss the following question as a class.

- What development role do you think a flag plays in Ethiopia and each region?
- Do you think that rational criticism helps the government to evaluate its weaknesses, improve its policies and increase its efficiency? Why?

CASE STUDY

Gebre Hiwot Baykedagn — a critical writer

Negadras Gebre Hiwot Baykedagn (1876—1911 EC) was one of the well-educated Ethiopians during his time. He was famous for his criticism of the government and society of his time. In his book 'Government and Public Administration', he wrote about economic self-reliance, education, governance, and economic change. He believed that the culture of work in Ethiopia was weak.

He wrote the following comment about the poor working culture. "It is shame to work hard and live on the fruits of one's efforts. People believe that it was not proper for the children of respected families to work hard. We know nothing except walking after a chief carrying an old gun. Everybody: the blind, the disabled, old men and even children act like a soldier and walk here and there without involving in productive activities, just consuming what the peasant produces. In civilized countries soldiers protect the people and the country from danger. In our country, however, it is better to say that they are enemies of the peasant."

Source: Fantahun Engda, page 663–665

- Discuss the contribution of these kinds of criticism in fighting unfair treatment of citizens and backwardness such as a poor working culture.
- Gebre Hiwot believed that the working culture in Ethiopia was very poor during the feudal era. Do you think that this is true even in the present day Ethiopia? Why?



Gebre Hiwot Baykedagn

The Duties of a Patriot Citizen

REMEMBER

- Citizens have diversified duties and responsibilities including defending national security and fighting against crimes such as drug smuggling.
- Citizens have a responsibility to respect their flag and other symbols which embody the aspiration of the people.
- Citizens have a responsibility to support the government in its good work: for example, when it formulates good policies and strategies.
- It is also the duty of patriotic citizens to criticize governmental policies and strategies when they find them not in keeping with the national interests.

LESSON 4

Concern for the International Community

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

- explain the way citizens can show their commitment to the international community as global citizens.

Is it possible to maintain national security without considering global security?

It is clear that the maintenance of national security is one of the major preconditions to achieve continuous development. However, national security cannot be achieved in the absence of international security because national, regional and global securities are closely related. For example, the security of Ethiopia cannot be fully maintained without the prevalence of security in the Horn of Africa and the Middle East. The absence of security in Ethiopia would also affect the security of the Horn regions and the rest of the world.

Terrorists' attacks on western countries resulted in insecurity in the west. The western countries, including the United States, allocate large amounts of money to defend their country from terrorism. As a result, they reduce the amount of development aid to the poor countries which negatively affects their development. Terrorists aiming at attacking the interests of the United States may attack the American embassy in Kenya, or kill US tourists in Tanzania, or hijack an aircraft of Ethiopian Airlines flying to the USA. These kinds of terrorist actions not only affect the security of the United States, but also affect the security of Kenya, Tanzania, Ethiopia and many other countries. This indicates that we have to work together to maintain international security in order to maintain our national security. That is why we have to defend the security of our country, as citizens of Ethiopia, and defend international security as global citizens.

You can contribute to the well-being of the global community through fighting against terrorism, genocide, and illegal trade such as drug trafficking. As already described, terrorism is one of the crucial problems of the world because it affects national and international security.

Genocide is another threat to peace and security in the world. Genocide is a systematic killing of all



Memorial to Rwanda's genocide victims

Concern for the International Community

people from a nation, ethnic, or religious group. The Holocaust, which happened in the period of Nazi Germany, and the Rwandan genocide, which took place in Rwanda in 1994, are good examples of the systematic killing of people to eliminate an entire ethnic or religious group. Fighting this evil act and attitude is a patriotic deed of great importance to the very survival of humankind.

CASE STUDY

The Holocaust: an attempt to eliminate the Jews

The Holocaust, the mass killing of the Jews, is a good example of genocide. The Nazis used different methods to kill the Jews. Jews were sent to concentration camps where they were forced to work under harsh conditions such as overcrowding, with meager food rations and lack of health services. The Jews were killed by concentrating them in large gas chambers; immediate and mass shootings; and using gas vans in which the victims were suffocated by exhaust fumes from the engine.

First the Nazis planned to kill the Jews in the USSR. Then Hitler expanded the idea to eliminate all Jews in German occupied countries and then in all parts of the world. The killing of the Jews was started in the USSR in spring 1941. There were about 33,000 Germans involved in the mass shooting of Jews. After January 1942, the killing of Jews was intensified. There were about 3 million Jews in Poland before the Nazis established three major gassing centers at Belzec, Sobibor, and Treblinka. 1,450,000 to 1,750,000 Jews perished in the three death camps from March to July 1942. Hundreds of Jewish prisoners were murdered in each gas chamber at a time, quickly and impersonally. Although Hitler killed the majority of Jews that lived in Europe, his plan to eliminate the Jews in the world was not successful. In total, the Nazis killed 6 million Jews, about one third of the total number of Jews in the world at that time.

Adapted from Encarta 2007

Research and report on at least one other genocide case which happened in another part of the world and share your findings with the rest of the class.

Discuss the following questions as a class.

- What is the impact of genocide on international peace and security?
- What is the role of patriotic citizens in the fight against genocide?



The horrors of the Holocaust

Concern for the International Community

CASE STUDY

Genocide in Rwanda

Rwanda is one of the smallest African countries. Its population is about 7 million. The Hutu and the Tutsi were the two main 'ethnic' groups in that country. Ninety percent of the Rwandan population was Hutu though the Tutsi minority controlled political power until the country became independent from Belgium in 1962. In that year the Hutu controlled political power, but they were not ready to share political power with the Tutsi. This aggravated a Hutu-Tutsi conflict in Rwanda.

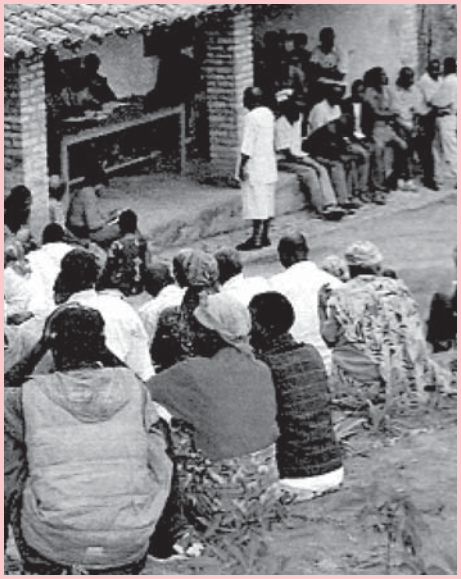
The conflict culminated in genocide in 1994 after the assassination of Rwandan President Habyalimana and the President of Burundi, Cyprien Ntaryamira, while flying to Rwanda. Hutu extremists started killing the Tutsi and moderate Hutus on April 6, 1994 and the killing continued for a hundred days. About 10,000 Tutsis were killed every day. The Hutu militia killed up to 800,000 Tutsis and moderate Hutus within a hundred days using everything including machetes. Finally, the Tutsi rebel movement, led by Paul Kagame, managed to stop the genocide in July 1994 by defeating the Hutu forces.

Discuss the following questions as a class

- What kind of lesson do you learn from the Rwandan genocide?
- Do you think that an entire group of people could be eliminated?
- What kinds of solutions can you suggest to resolve conflicts between ethnic or religious or other groups?



Gacaca — local community courts try those involved in genocide atrocities



Drug use and trafficking is another threat to international security. Drugs are illegal substances such as cocaine, heroin and marijuana. Some people take a drug assuming that it will excite and give them pleasure. There are many drug addicts in both the developing and developed world. Drug addicts are people who have developed a very strong habit of taking drugs. They have become slaves to drugs because they cannot stop taking drugs. Drug addicts would go as far as committing crime to get money in order to buy drugs because they cannot live without them.

Concern for the International Community

Drug use and trafficking are threats to national and global security since they are closely related to crime and violence. Drugs are related to crime and violence in many ways. In general, drug users involve drug-related crimes and offences such as robbery and theft to get money to support their drug habit. They also are involved in illegal drugs' markets and may commit offences including homicide and sexual assault.



Sniffer dog seeking out drugs

CASE STUDY

Drugs and crime in the United States

Drug-related offences and drug-using habits are major causes of crime problems in the United States. Research findings in the United States indicate that illegal drug users were:

- 16 times more likely than nonusers to be arrested and booked for theft;
- 14 times more likely to be arrested and booked for such offences as driving under the influence of drugs, drunkenness, or liquor law violations;
- Over 9 times more likely to be arrested and booked on an assault charge.

Based on data collected from male arrestees in 35 American cities in 1998:

- 42.5 percent of the arrestees in Anchorage, Alaska, and 78.7 percent of the arrestees in Philadelphia, Pennsylvania were tested positive for drugs.

Source: www.whitehousedrugpolicy.gov

? Is the use of drugs a real national problem? Discuss the role of patriotic citizens in the fight against drug trafficking.

REMEMBER

- ❒ National security should be maintained in order to achieve continuous development.
- ❒ National security is closely related to regional and global security.
- ❒ It is important to defend the security of our country as citizens of Ethiopia, and international security as global citizens.
- ❒ We need to fight against terrorism, genocide and drug trafficking to maintain national and global security.

UNIT SUMMARY

Human rights and democratic rights were not fully respected in the past but they have been recognized as a result of continuous struggle. The FDRE Constitution and the democratic process in Ethiopia are the result of the struggle of the Ethiopian peoples for equality and democracy.

Ethics is the philosophical study of human behaviour. It studies moral standards and how they affect human behaviour. Morality is a system that tells you how to act, whereas ethics is the study of that system. Being respectful, honest, truthful and fair are widely accepted ethical behaviours.

Ethiopia is a country of ancient history and a symbol of independence. It played an important role at the global level. As the result of its independence, Ethiopia became a member of the League of Nations and the United Nations when most of the African countries were under colonial rule. Ethiopia contributed to global peace and stability by sending peace-keeping forces to different countries in Asia and Africa. Ethiopia's contribution in other African issues has also been prominent. Ethiopia is one of the leading African countries which contributed its share to the foundation of the OAU. Currently Ethiopia is playing an important role in other regional organizations such as IGAD and NEPAD.

Citizens have various duties including defending national security, respecting the flag and national symbols and fighting against crimes such as drug trafficking. Citizens are responsible to support the government in its good work, for example, when it formulates and implements good policies and strategies. It is also the duty of patriotic citizens to criticize the development policies and strategies of the government when they find they do not promote the national interest. Citizens are also responsible to maintain national security which is essential to achieve continuous development. However, national security is closely related to regional and global security. It is important, as citizens of Ethiopia, to defend the security of our country, and international security as global citizens. We need to fight against terrorism, genocide and drug trafficking in order to maintain national and global security.

GLOSSARY

Holocaust:	The systematic extermination of millions of European Jews.
Peer influence:	The influence of a social group consisting of people who are equal in age, education or social class.
Racial discrimination:	Unfair treatment of a person or group, usually based on prejudice about race.
Rational criticism:	Reasonable and sensible opinion or judgement of what is wrong with something.
Segregation:	The practice of keeping ethnic, racial or religious groups separate, especially through enforcing the use of separate schools, transportation, housing or other facilities.
Virtue:	The quality of being morally good or righteous.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which of the following is a democratic right?
   (*a*) the right to live
   (*b*) the right to liberty
   (*c*) the right to assembly
   (*d*) the right to security
   (*e*) none of the above
2. Ethics:
   (*a*) is a moral philosophy
   (*b*) is the study of moral standards
   (*c*) is the branch of morality
   (*d*) has nothing to do with morality
   (*e*) comes from 'mores'
3. Which of the following statements is wrong about drugs?
   (*a*) Drug-related crime is not a problem of poor countries.
   (*b*) Drug addicts can easily stop drug using.
   (*c*) Drug dealers compete and sometimes fight against rivals.
   (*d*) Possessing drug is not illegal.
   (*e*) None of the above

Part II – True or false

1. Genocide is not a problem of modern times because people in all corners of the world are conscious enough to avoid it.
2. Citizens are responsible to criticize government to make it more efficient and effective.

Part III – Short answers

1. What is the difference between ethics and morality?
2. What is the difference between rational criticism and blind criticism?
3. What do you think are the major threats of global security in the current period?
4. How does drug-using and trafficking go against national and global security?

Unit 6
Responsibility

Introduction

In this unit, you will learn more of the ways to shoulder and execute responsibilities. When you execute responsibilities there will be a cost to pay. This may include sacrificing some of your own interests. You will also learn the need to fulfill promises as part of your commitments. In this way, you can promote mutual benefits with others. You will realize that HIV/AIDS has spread throughout the world and requires the concerted efforts of all global citizens.

Lessons

1. Shouldering and Executing Responsibility
2. Costs of Fulfilling Responsibility on Individuals
3. Fulfilling Promises to Promote Understanding in the International Arena
4. Co-operation among Nations for Mutual Benefits
5. The Severity of HIV/AIDS as a Global Pandemic

What you will learn

You will:

- recognize the necessity of shouldering and executing responsibilities.
- realize the cost implications to the person executing responsibilities.
- understand the need for cooperation among countries.
- realize the impact of HIV/AIDS in a global dimension.

Key words and concepts

- Burden
- Community spirit
- Equitable use of resources
- Fulfillment of responsibilities
- Global citizen
- HIV/AIDS pandemic



Mother having responsibility for a growing family

LESSON 1

Shouldering and Executing Responsibility

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

- describe the benefits that individuals get when shouldering responsibilities properly.

What type of responsibilities do you think you have to shoulder in society?

The well-being of society is the basis for the well-being of its members. The opposite is equally true. In society, every person has some responsibilities to shoulder to make life better. For example, you have the responsibility to respect the rights of others. You have the responsibility to work hard to improve your own condition. Treating people as equals and with respect is one of the responsibilities you have towards others. Respecting the norms, values and laws of society and the country are also part of your responsibilities.

When you act responsibly, there are many benefits. A person who fulfills responsibilities will be able to utilize his/her own fundamental rights. However, a person who fails to execute his/her own responsibilities will be unable to use their rights. Fulfilling responsibilities leads to developing a sense of personal independence, self-accomplishment and belief in oneself. Those citizens who are well aware of their responsibilities can use their rights and execute their obligations properly. To be hardworking is one of the responsibilities that citizens have to demonstrate. Hard work helps to improve one's own life and, at the same time, contributes to the development of the country.

The culture of hard work will allow you to develop knowledge and skill. This in turn enables you to earn a higher income and improve your life. Consequently, the recognition you get through your achievements, and the social status you acquire, will further inspire you to do more. In this way, you develop self-esteem, which can be expressed in self-belief and confidence. Your sense of independence increases as you develop the culture of hard work and this helps to make you a balanced person who is capable of carrying out individual and social responsibilities. All of this is required to make democracy work and achieve development.

? Form groups to discuss your responsibilities in society? Identify a responsibility that each of you will undertake towards your community and the country.



Students supporting their community

Shouldering and Executing Responsibility

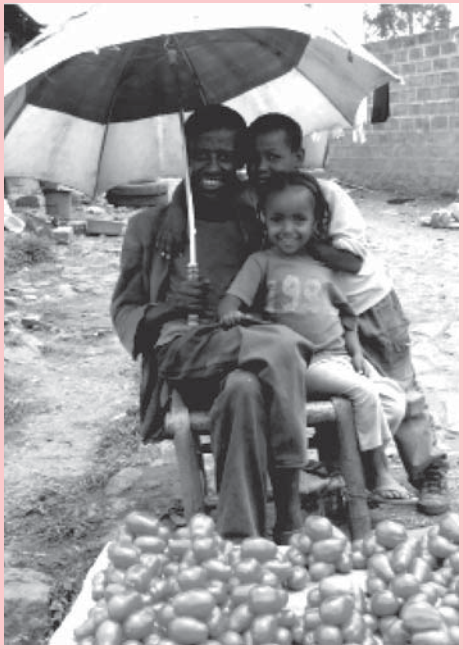
CASE STUDY

A family with good parenting

A couple marry and have a small family. The couple work hard to improve their life and the conditions of their children. Both parents follow up their children's progress and check whether or not their homework is done and see that they stick to their study program. Each child has a role to play at home.

Such parenting has helped the children to develop a good character and sense of responsibility. They respect orders from their parents. They have good relations with classmates at school. They perform well in their grades and have aspirations for the future. They have developed the culture of hard work that will help them in future life. Their parents are, indeed, happy and very rewarded in what they see in their children.

? What will be your responsibilities in the future as a father/mother? Share ideas in mixed groups.



A happy father with his children

REMEMBER

- The well-being of society is the basis for the well-being of its members and vice versa.
- Citizens who are well aware of their responsibilities know their rights and obligations.
- Responsible citizens help themselves and their country.
- To be hard working is one of the responsibilities that citizens have to demonstrate.
- Fulfilling responsibilities develops the sense of personal independence, self-accomplishment and belief in oneself.

LESSON 2

Costs of Fulfilling Responsibility on Individuals

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

- explain the cost one undergoes when executing responsibilities.
- what others could gain when a person executes their responsibilities properly.

What costs do you think you bear when undertaking responsibility as a student?

Social life is the outcome of the interactions of individuals. In the process of these interactions, there are benefits that individuals enjoy and burdens that they shoulder. Citizens can obtain benefits when running a business or getting job opportunities, but they also have the responsibility of paying tax commensurate with their income. On the other hand, citizens' burdens could range from respecting the rights of others to defending the country from external aggression. Some people refrain from taking responsibilities for fear of failure as this can create a psychological burden on them. This could be taken as a cost as far as the individuals are concerned. But failing to undertake such responsibilities on these grounds may lead to an unnecessary delay in fulfilling your duties because throughout your life you will have to take calculated risks.

Fire Brigade workers may lose their lives fighting fire hazards. This is an occupational hazard they often have to face to fulfil their responsibilities. The price paid to preserve the sovereignty of your country creates the conditions for others to live in peace. This is a type of responsibility that every citizen should be willing to shoulder.

When fulfilling public burdens (responsibilities), some individual interests will have to be sacrificed. You sacrifice your private interests when you realize that the collective good is greater than what is good for the individual. In doing so, the interests of society and of the individual are preserved. This is one of the bases of social life that helps develop community spirit which is nurtured on the basis of collective responsibilities.

? Form groups to discuss how your community or society benefits when fulfilling your responsibilities. Group leaders should present their ideas to the students for further discussions.



Fire Brigade executing their duties

Costs of Fulfilling Responsibility on Individuals

CASE STUDY

Nelson Mandela: Glory and Hope

The following speech was given by Nelson Mandela:

"Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all …

The time for the healing of the wounds has come…

The time to build is upon us.

We have, at least, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

We have triumphed in the effort to implant hope in the breasts of the millions of our people. We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of the inalienable right to human dignity – a rainbow nation at peace with itself and the world…

We understand still that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation for nation building, for the birth of a new world.

Let there be justice for all. Let there be peace for all…The sun shall never set on so glorious a human achievement!"

Source: World History Connections to Today. Ellis, G.G and Esler, A. 1999



Nelson Mandela

Form groups to discuss what you learnt from Mandela's speech? Group leaders should present their ideas to the class for further discussion.

REMEMBER

- Social life is the outcome of the interactions of individuals.
- When fulfilling public burdens (responsibilities) some individual interests will have to be sacrificed.
- You should sacrifice your private interests for the collective good, which, in many ways is greater than what is good for you as a person.
- The sacrifice you make to preserve the sovereignty of your country, is a responsibility necessary for others to live in peace.
- Fulfilling responsibilities is the basis of social life.

LESSON 3

Fulfilling Promises to Promote Understanding in the International Arena

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

- explain how to contribute to maintain international peace.

What do you think Ethiopia can do to strengthen international peace?

Due to the effect of globalization, the world we live in is increasingly becoming smaller. No one country can afford to ignore globalization. However, you need the knowledge and the skills to live in and benefit from this new global reality.

Today, there are more countries having nuclear weapons than was the case forty years ago. It is to be noted that any war involving nuclear weapons could bring an end to the existence of the human race. Given such a reality, human beings have to be united to the common cause for peace and prosperity. Concerning this, many states are contributing peacekeeping forces for the UN to stop civil wars and invasions in some parts of the world. Ethiopia has contributed its forces to the UN peacekeeping missions to different countries in Africa and Asia, as part of its commitment to collective security.

The role that Ethiopia plays in the international arena can bear fruits when its citizens are well aware of what is going on in the world. This depends on knowledge in politics, and current affairs. There are issues that have international magnitude that affect humanity in general. For example, tackling global environmental crises requires global intervention based on knowledge. Issues like poverty, HIV/AIDS etc. are common concerns to everyone in the world. Dealing with terrorism is a global problem that calls for governments to work together. For Ethiopia to play a role in such matters will require citizens to have the necessary knowledge to contribute in a productive way. Tackling such problems globally unites people throughout the world for a common cause. This is the basis for the development of global citizenship.

? Form groups to discuss the roles you and your country could play to make the world a safer place.

Fulfilling Promises to Promote Understanding in the International Arena

CASE STUDY

UN Ethiopian peace-keeping force in Congo

On 30 June 1960, Belgium granted independence to the Belgian Congo and left immediately after. The Congolese army mutinied. The Congolese government appealed to the United Nations for military assistance. On 14 July 1960, the Security Council authorized the Secretary General to provide the Congo with military assistance. Ethiopia, faithful to her loyalty to the principle of collective security, immediately responded by providing military assistance to the UN force. Its function was to help the Congolese Government to maintain law and order.

? Form groups to discuss Ethiopia's role in contributing to African peace. Group leaders should present their ideas to the class for more discussion.



The Ethiopian Peace-keeping Force on duty — execution of global responsibility

REMEMBER

- Due to effect of globalization, the world we live in is increasingly becoming smaller.
- Any war involving nuclear weapons could bring an end to the human race.
- Human beings have to be united to the common cause for peace and prosperity.
- Ethiopia has contributed peacekeeping forces to countries in Africa and Asia, as part of its commitment to collective security.
- Today, there are more countries having nuclear weapons than was the case forty years ago.
- There are issues that have international magnitude affecting humanity in general.

LESSON 4

Co-operation among Nations for Mutual Benefits

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

- describe how countries of the world co-operate for mutual benefits.

What are the advantages of co-operation among nations?

There are multiple factors that lead countries to co-operate and work together for the common good. States form closer relationships to achieve common objectives. Co-operation could be established during war time or in time of peace. Often, greater co-operation results in greater achievements. The relationship between countries is, not only one of co-operation, but also of competition. Countries compete to advance national interests which could be in trade and commerce. For instance, the Japanese build great vehicles and this has given them the chance to dominate the international car market. Competition has to be supported by co-operation to ease the potential tension that could arise.

Countries also co-operate for the equitable use of natural resources. Cross-boundary rivers create the conditions for countries to have a special relationship. The Euphrates and Tigris rivers govern relations between Turkey, Syria and Iraq. The Blue Nile River sets a special relation between Ethiopia, Sudan and Egypt. Ethiopia contributes over 80% of the total volume of water to the Nile. During the colonial period, Britain had made an arrangement between Sudan and Egypt for the use of the Nile River but the agreement unfairly excluded Ethiopia. The agreement remains unchanged to date.

However, it is now time for a new agreement between Ethiopia, Sudan and Egypt. Such an agreement is necessary for mutual benefits and regional stability.

Countries also co-operate to protect and preserve their natural and historical heritages for the benefits of humanity. Ancient civilizations have left us important heritages that have to be preserved with collective efforts. Our natural environment is a component of the global ecosystem. Its mismanagement could easily lead to environmental crisis that could have adverse effect globally. When countries work together, they can create the synergy to mitigate the ecological crisis. In this regard, Egypt and Sudan can jointly work on aforestation and water management programs to be undertaken in Ethiopia. Such programs will be of benefit to all three countries. This will allow Sudan and Egypt to acquire more water to expand their agriculture and minimize siltation of their dams. These programs also have some benefits for Ethiopia. The soil will be protected from further erosion and thus allow the country to retain more rainwater for better agriculture.

? In what areas of development can Egypt, Sudan and Ethiopia co-operate for mutual benefit? Discuss in small groups.

Co-operation among Nations for Mutual Benefits

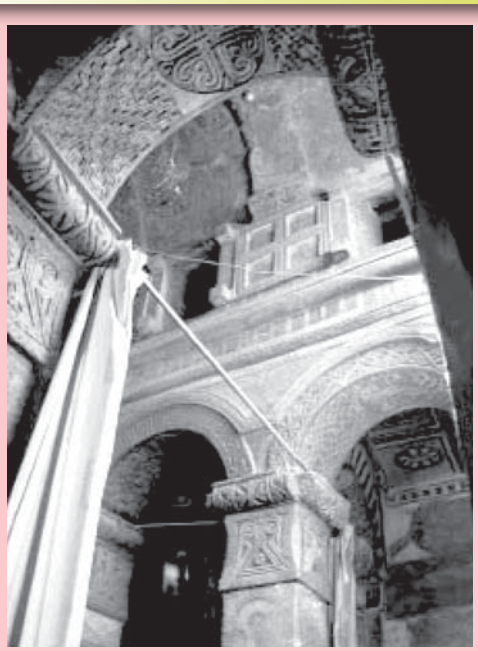
CASE STUDY

The UNESCO Fund to Preserve the churches of Lalibela

UNESCO in co-operation with the Ethiopian government has earmarked funds to preserve the rockhewn churches of Lalibela from damage. It is helping the Ethiopian government with the money and skills needed to construct roof shelters for the churches. UNESCO is a specialized UN agency that is committed to preserving world heritages from damage. The co-operation between Ethiopia and UNESCO exemplifies that such historical heritages belong to the whole of humanity, not just to a single country or people where they are found.



? Form groups to discuss what the positive impact is of global support for such historical sites and what the negative impact would be if responsibility for them was left with the nation.



The rockhewn churches of Lalibela

REMEMBER

- Countries form closer relationships when they have common objectives to achieve.
- Countries also co-operate to protect and preserve natural and historical heritages for the benefit of humanity.
- Egypt and Sudan could jointly work on aforestation and water management programs in Ethiopia to effectively utilize the Nile waters.

LESSON 5

The Severity of HIV/AIDS as a Global Pandemic

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

- explain the methods of transmission and protection as well as the effects of HIV/AIDS on the international scale.

Describe how severe the HIV/AIDS pandemic is at a global level?

HIV/AIDS is a disease that affects humans irrespective of age, colour, race, religion or occupation. HIV/AIDS patients are more likely to die of infections like tuberculosis, malaria, typhoid and hepatitis. These diseases affect millions in poor countries and many in the developed ones. It is a global problem that requires global intervention to stop it.

UN agencies, governments and other establishments have to do more in order to help countries combat HIV/AIDS. There are a number of organizations across the world which are working to support AIDS victims in the world. Improving the living conditions of people in poor countries is one way of combating HIV/AIDS at an international level.

? Research and report on the HIV/AIDS problem in your area.

CASE STUDY

HIV/AIDS Prevalence in the world (statistical presentation)

Based on a 2004 statistics, over 60 million adults between the ages of 15 – 49 live with HIV in the world. Out of this number 25.4 million adults and children were in the sub-Saharan Africa. During the same year it was estimated that there were 2 million deaths in this part of the world. There are 12 million orphaned African children. An estimated 2 million children in sub-Saharan Africa were living with HIV at the end of 2007. This figure is more than 85% of all children living with HIV worldwide.



HIV/AIDS — a global pandemic

The Severity of HIV/AIDS as a Global Pandemic

Work in pairs to identify other methods to raise awareness of the disease. Consider what support would be needed to implement some of these ideas e.g., permission, funding and other skills and resources.

REMEMBER

- HIV/AIDS conspires with infections like tuberculosis, malaria, typhoid and hepatitis to kill its victims.
- HIV/AIDS is a global problem that requires global intervention.
- Improving the living conditions of people in poor countries is one way of combating HIV/AIDS at the international level.

UNIT SUMMARY

In this unit, you have learnt what it takes to shoulder and execute responsibility. You have seen how discharging one's own responsibility comes at a cost, for example, sacrificing personal interests and shouldering some burdens.

Responsibility is not confined only to individuals, but involves groups and even governments. Governments have the responsibility to work closely together in order to promote development and mutual trust and co-operation among their populations.

Countries also have a shared responsibility to care for the environment and cultural heritages for mutual benefit.

Combating HIV/AIDS has a global dimension and everyone has a responsibility to try to eradicate this disease.

GLOSSARY

Community spirit:	The sense of sharing the feelings and aspirations of a community in which one lives.
Global citizen:	A member of the international community who shares responsibilities with others.
HIV/AIDS pandemic:	The spread of HIV/AIDS across cultures, race, sex, age, occupation and geographical regions.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which one of the following is not part of your responsibility?
   (*a*) to help the elders
   (*b*) to avoid stigma and discrimination against HIV/AIDS victims
   (*c*) to care for public facilities
   (*d*) none
2. Defending the territory of a country and the security of citizens is the responsibility of the:
   (*a*) Government
   (*b*) UN
   (*c*) AU
   (*d*) none
3. Which one of the following statements is not correct?
   (*a*) the well-being of society is the basis for the well-being of its members
   (*b*) the well-being of individuals contributes nothing to the well-being of society
   (*c*) a person who fulfills responsibilities will be able to utilize his own rights fully
   (*d*) none

4. Which one of the following statements is correct?
   (*a*) social life is the outcome of the interactions of its members
   (*b*) fulfilling responsibilities is the basis of social life
   (*c*) when fulfilling public responsibilities some of your interests will have to be sacrificed.
   (*d*) all

Part II – True or false

1. All countries need responsible citizens.
2. As students we have no responsibilities.
3. Your responsibility is only to think for your own good.
4. School is a place where you learn part of your responsibilities.
5. Ethiopia's development rests upon what responsible citizens do for themselves and their country.

Part III – Matching

Column A	Column B
1. Paying tax	A. For common benefits
2. Responsibility of government and citizens	B. A global pandemic
3. HIV/AIDS	C. Citizens responsibility
4. Countries can work together	D. Have to be preserved
5. Cultural and historical heritages	E. Defending the country from aggression

Unit 7
Industriousness

Introduction

In Grade 11, you discussed the importance of different types of work and its importance for economic development. Here you will see work as a human necessity, factors determining the world of work and work in an international perspective.

Lessons

1. Work as Human Necessity
2. Factors Determining the World of Work
3. Work in an International Perspective

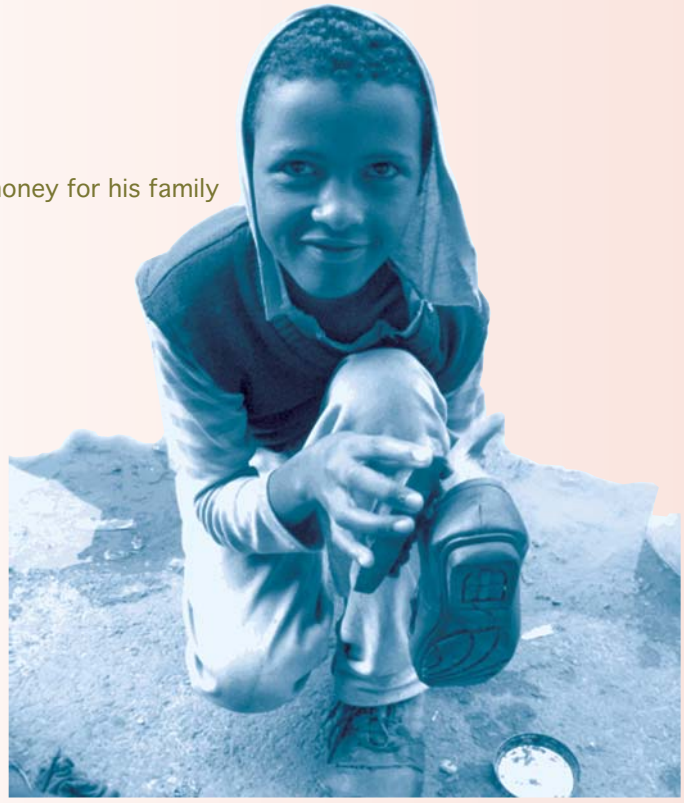
What you will learn

You will:

- recognize work as a human necessity.
- realize what makes work successful.
- appreciate work in an international perspective.

Key words and concepts

- Career growth
- Civilization
- Ethical standards
- Financial reward
- Job satisfaction
- Leisure
- Material gain
- Sexism
- Social interaction



Shoeshine boy earning money for his family

LESSON 1

Work as Human Necessity

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

- describe how work enhances both personal and social development.
- explain work as an instrument for national development.

Describe a hardworking person in your neighbourhood? What benefits does he/she obtain from his/her labour?

In previous grades, you saw the relationship between work and well-being. In this lesson, you will explore more about the personal benefits of work from the perspective of social interactions, interest, financial benefits and job satisfaction.

People who are successful in their job usually have particular characteristics. These include being socially interactive and enthusiastic about doing a better job. In addition, they are also more likely to enjoy more financial gains since they spend more time on their job. It is really important to have the right attitude and understanding about work so that an individual can get the best out of work. In this lesson, you will discuss the importance of work for the individual.

Material gain is not the only benefit you get out of work. You should also have job satisfaction. Job satisfaction does not come from the material gain but from the process of performing the job effectively and finally, the satisfaction that comes after completing the job and seeing the results. A medical doctor, for example, experiences job satisfaction when he or she treats a patient and when the patients they treat are cured. This is true of any job. A farmer is satisfied when he or she finally collects the crops. A businessman is satisfied when his business is able to grow. So people engaged in all walks of life are satisfied when they are able to successfully complete the tasks assigned to them. In order to have job satisfaction there are a few things to take into consideration.

The first thing that is required for job satisfaction is an interest in the work. This means people engaged in those activities that interest and challenge them, are more likely to be satisfied in their work. Different people have different interests. Some people are interested in drawing pictures and want to do a job that involves design. Some people are interested in mathematics and like to be involved in a job that deals with numbers. Others are interested in teamwork and they want to do a job that requires organization. People who do the job that interests them are likely to be successful and satisfied because they like what they are doing and feel happy while they are doing it.

The second thing that enhances job satisfaction is the financial reward. Some studies show that people who get paid well tend to be more satisfied in their work than people who are not paid well. When the job pays well the person will satisfy his or her material needs so that they can focus more

Work as Human Necessity

on the job without worries. This results in a stable career environment.

The other important factor for job satisfaction is career growth. A person normally gets fed up with staying and doing one job for a long time. He/she needs a better and more challenging occupation so that it is possible to enhance capacity. This means change and taking more responsibility to increase job satisfaction.

Another factor that affects job satisfaction is the level of social interaction. In a work environment, where the social interaction is strong, people tend to like their work and be satisfied with it. On the contrary, in a workplace where the worker relationship is not harmonious, the level of job satisfaction declines. People will not like their jobs if they do not have good relations with their coworkers so it is important to have social events that increase the interaction of the workers better. When workers participate in social events organized by the workplace, they tend to be friendlier towards each other and this makes them work more effectively. It also helps the workers to be satisfied with their work.



Job satisfaction

CASE STUDY

Abdi's Mistake

Ever since childhood Abdi loved to read short stories and had an interest in developing the art of writing stories. He spent all his spare time reading and practicing writing stories. When he was in the 5th grade there was a writing competition in school. He wrote a story which was selected as the best and he won a prize. In that competition a student called Bulcha was second. Bulcha and Abdi instantly became friends and exchanged books to read and would share ideas about the writing skills of the authors whose books they read.

Their friendship continued until college. Having finished their first year of college they had to choose what field they wanted to pursue. Bulcha chose to pursue the language field. However, Abdi told him that he would choose another field since he would not get a job if he chose the language department. Bulcha told him that he should pursue the field he was interested in. Abdi, however, decided to become a banker and after four years they both graduated and started working.

Bulcha became a successful journalist and writer. Since he loved what he did, he worked day and night and became a very well known journalist and writer. Abdi, however, was hired in one of the banks. He was not satisfied with what he did. From time to time he started to get angry and fed up with his work. He came in late to work because he did not like what he did. He did not treat the bank's customers well and he could not get promoted because of his laziness. Now he admits to Bulcha that he made a mistake in becoming a banker.

Work as Human Necessity

Think about which profession would make you satisfied and write down what you need to do to become a good professional in that field. After writing this down, exchange it with your partner and discuss it.

You know that work is the only way to develop a nation and this will happen when each person contributes his or her share to the development efforts of the country. Society is made up of a group of individuals and it is the cumulative actions of these individuals that affect society as a whole. When each individual takes a responsibility for protecting the environment, then the whole environment will be protected. When each individual chooses to fight crimes, then crimes will be controlled in society. This means it is the concerted effort of all individuals that brings about change in society, so responsibility lies in the individual and not in the group. Usually when an assignment is given to a group as a whole, there is a problem of people avoiding the responsibility, assuming that the others will do it. Only when the group assignment is divided into different individual responsibilities, can the job be performed well.

Similarly, it is the cumulative individual development that leads to societal development. If each individual manages to develop himself or herself, then society as a whole will develop. When each individual is educated and works, then society will benefit from this and it will become an educated society. When an individual increases his capacity and becomes productive, it means the capacity of society to be productive increases. This is when self-development transforms into societal development.

There are, however, a few points to consider. Sometimes people want to develop themselves without regard to societal development. These kinds of people do not care if they harm society in the process of benefitting themselves, but it is always important to think about self-development in relation to societal development as a whole. It is therefore, necessary to think about each decision we take and how it affects society. A choice that benefits both you and society is better than one which only benefits you and harms society.

In your area search for cases where individual development has led to societal development. Identify the factors that resulted in this outcome.

REMEMBER

- Job satisfaction requires material gain and an interest in the work as well as harmonious interaction with co-workers.
- Society is made up of a group of individuals and it is the cumulative efforts of these individuals that regulates the health of society as a whole.
- A choice that benefits both you and society is better than one which only benefits you and harms society.

LESSON 2

Factors Determining the World of Work

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

- explain the factors that influence the world of work.

What do you think is required for a good working environment?

You have discussed the different requirements for a good working environment in the previous grades. Here you will concentrate more on the ethical standards that govern the working environment. You will also realize their importance for smooth and efficient work.

Ethical standards are values that are important in building a smooth working environment. Normally, a working environment involves a lot of people working together. When people work together there are certain social standards to respect. There are things that should not be done if they offend a co-worker. A typical example is smoking. Some people in the workplace may be uncomfortable when another person smokes. In order to maintain a good working environment, smoking may not be allowed. This ethical standard is very important in creating a harmonious working environment. Other standards include: getting to the office on time, avoiding corruption and respecting each other. These are general ethical standards that are true of any work.

Some professions have their own ethical standards that must be followed strictly for the proper functioning of their jobs. For example, medical doctors have their own ethical standards such as maintaining patient confidentiality. This standard means medical doctors are not supposed to divulge the specific conditions of patients to others without proper authorization or cause. This could offend the patient and may infringe upon his/her privacy. Similarly, policemen have ethical standards and are obliged to treat every individual equally and respectfully. They should not apply excessive force to apprehend a suspect and must follow the procedures exactly. These kinds of profession specific ethics are usually included in their professional training.

CASE STUDY

Medical Ethical Standards

In the field of medicine there are profession related ethical standards. These ethical standards are believed to have started in the 4th Century in the time of Hippocrates. When a medical student graduates, he takes an oath, promising to fulfill certain ethical standards. This is called the Hippocratic Oath. This oath has been revised and modernized over time.

Factors Determining the World of Work

In Ethiopia the standards include:

- Keeping patients from harm;
- Giving loyalty and support to fellow physicians;
- Refusing assistance to people who want to kill themselves;
- Not to discriminate on the basis of wealth, age, sex or race.

These ethical standards are taken to make the profession more effective because medical personnel are involved in saving people's lives and they are entrusted to do this in an ethical manner.

? Discuss the ethical standards in the medical field and their importance for the proper performance of doctors.

One of the issues that has affected the world of work is sexism. Sexism is a word that describes discrimination based on sex. Traditionally people assigned different roles to men and women and this assignment resulted in limiting women only to certain types of jobs. Some people still think women are only suited to take care of household chores and rear children. Apart from that there are some jobs that are considered suited for women like being a secretary, a nurse and the like. Even when they get the chance to be managers, some of the people they are managing may be reluctant to respect them. They get mistreated when they work in jobs that are considered to be men's. This is a wrong way of thinking and should be changed. It discourages women from getting involved in jobs they want.

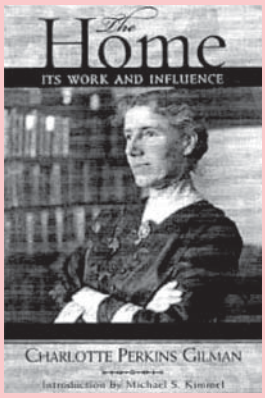
Now-a-days, and in the developed world, women participate in all activities and contribute to the development of their country. Sexism seriously limits the potential of the people to benefit our society. There are a lot of women professionals and managers but, because of sexism, many of them are denied the chance to fully use their potential and contribute to the development of their country. Developing countries need to make the best use of their resources, including the potential of women, to attain sustainable growth and development. Sexism is detrimental to development and the entire working environment.

CASE STUDY

Charlotte Gilman (1860–1935)

Charlotte Gilman was a feminist who fought for the rights of women. She argued against the predominant role of women as wives and mothers. In her book 'Women and Economics' Charlotte argued for the economic independence of women from men. She denounced the financial dependence of women on men and suggested that children should be taken care of in day-care centers rather than keeping women in the house.

? How do the teachings of Charlotte Gilman promote the empowerment of women?



Charlotte Gilman's book

Factors Determining the World of Work

You have discussed so far the importance of work both for personal gains and national development. In order to do work effectively and sustainably, leisure is also very important. It is only when you get enough rest and leisure time that you can do your work well. Having leisure time allows the mind to be fresh and makes it possible to work more effectively. Apart from making work effective, leisure also has other benefits. It helps to socialize and build relations with others. As humans are social beings, we live together and social interaction is a necessity for everyone. We need company in times of happiness and in times of sorrow. We have national holidays that we value and we want to share with our loved ones.

Leisure is important but you should choose the right environment to spend that free time. As described above, you need leisure to help you do your job well and to socialize. This means the way you spend your leisure time impacts upon the way you do your work. If you spend your leisure time in refreshing and harmless activities, you will be able to benefit personally. If, on the other hand, you spend your leisure time in harmful activities you may not be able to do your work very well. If, for example, you drink excessive alcohol or chew chat in your leisure time you may become addicted to it and you will not be able to do your job well. There are many healthy ways of spending leisure time. Sport is a good way of socializing and a healthy way of refreshing oneself.

? Make a list of all the things you do during your leisure time. Classify those things into two columns. One column should include all the activities you do with your friends and family. The other all the activities you do by yourself. This shows your level of social interaction during your leisure time.



Playing football is one kind of leisure activity

REMEMBER

- ❒ Ethical standards are important to build a smooth and harmonious working environment.
- ❒ Some professions have specific ethical standards.
- ❒ Sexism is discrimination based on sex.
- ❒ Leisure is important for a person to refresh and socialize.
- ❒ It is important to spend leisure time in a healthy and refreshing way.

LESSON 3

Work in an International Perspective

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

- explain the importance of work for world civilization.

What role do you think work played in the development of rich countries? Discuss this issue in the class.

When we think about civilization we think of the way of life of the developed countries. We see the level and variety of consumption they enjoy and we aspire to reach that state. The reasons they have reached that level of consumption are because they managed to invent and innovate new things that make life easier and more comfortable. Think of the many inventions like electricity, telephone, computer, television and cooking stove that have improved people's lives. That is a goal that many countries aspire to reach.

All the people who invented things that make life easier share one common trait: they devoted their time and committed themselves to achieve their aims. Civilization refers to a society or community built on culture and knowledge. To further civilize a nation or state requires updating culture and knowledge through education. On the basis of this knowledge and through hard work we can further develop our civilization. Those countries which are developed have realized that work is important and invest time to come up with new and better ways of doing things.

How did hard work contribute to the growth of the Axumite Civilization? Research and report on your findings.

CASE STUDY

Invention of Telephone by Alexander Graham Bell

In 1865, at the age of 18, Alexander Graham Bell started to work on the science of transmitting speech. He worked so hard that, when he emigrated to the United States in 1871, he became a teacher for visual speech for the deaf, and, in 1872 he founded a school to train teachers for the deaf. In 1874 he identified the basic idea of a telephone when he was working on the development of a telegraph. The fact that he was a hard-worker resulted in the invention of one of the most important devices in human history — the telephone. In 1876 he finally managed to transmit speech. Bell did not stop there. He continued to work on the idea and invented more new instruments, then finally helped to build the telephone that we have today.



Work in an International Perspective

In Grade 11, you saw how globalization affects the country both positively and negatively. You have seen the merits and demerits of economic globalization with respect to Ethiopia. Next you will discuss the analysis of globalization and the importance of balancing its effects so that the benefits will outweigh the negative impacts.

The positive impacts include the access to cheaper products, the transfer of knowledge and technology, the advancement of global information and communication technologies. These positive effects improve our lives and, in this respect, globalization should be accepted. On the other hand, globalization causes dependence between countries since access to cheaper products will drive out the local industries. As a result the country may risk losing its sovereignty because of its dependence on other countries. It is, therefore, essential to balance the exposure to globalization to the extent that we exchange technology and ideas but also protect our own producers so that we can be self-sufficient, at least in the basic necessities.

One way to balance the effects of globalization is to identify the sectors that would be most affected by it and devise policy measures to protect those sectors. First of all, a study should be conducted in order to find out which sectors are vulnerable to external pressures. After that the appropriate policy should be devised to protect these sectors.

CASE STUDY

Promoting Foreign Direct Investment

In the effort to align the country's development policies with those of globalization, the Ethiopian government has devised a policy to attract foreign direct investment. This policy helps the country to strengthen its relationship with other countries and is a significant step in opening up the economy to the rest of the world. To that effect, the following measures have been taken to promote foreign direct investment to Ethiopia:

- Giving foreign direct investors a tax holiday;
- Remitting part of their profit to their country;
- Leasing land and other resources;
- Providing information on the possible and profitable ventures.

All these measures taken to attract foreign direct investment are part of the government's effort to create a good relationship with other countries and people. This helps to import technology and increases the productivity and income of the country.

? Research and report on the ways in which Ethiopia can utilize the positive side of globalization and mitigate against the negative effects.

Work in an International Perspective

REMEMBER

- To further civilize a nation or state requires updating culture and knowledge through education.
- The positive impacts of globalization include access to cheaper products, transfer of knowledge and technology, the advancement of global information and communication technologies.
- The negative impacts of globalization includes dependency on other countries as cheaper imports drive out the local industries.

UNIT SUMMARY

In this unit, you discussed the importance of job satisfaction and realized that interest, financial reward, career growth and social interaction all determine the level of job satisfaction. You saw that individual development can also result in societal development.

You discussed how ethical standards are essential for the proper accomplishment of work and saw how some professions have their own special ethical standards.

You now understand that sexism is a very harmful belief which retards the country's economic development. Leisure is very important for productivity and socialization.

Finally, you considered the role of work in an international perspective and you discovered that civilization would not have been possible without education and hard work.

GLOSSARY

Career growth:	The advancement made in a profession.
Civilization:	The increased quality of people's lives as a result of discoveries.
Ethical standards:	Directives that need to be followed for the proper functioning of a system.
Sexism:	Discrimination based on sex.
Tax holiday:	A period of grace given to investors.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Successful people:
   (*a*) have material gains
   (*b*) have job satisfaction
   (*c*) do their job efficiently and effectively
   (*d*) all
2. In order to have job satisfaction:
   (*a*) financial reward is enough
   (*b*) financial reward is not important
   (*c*) financial reward is one of the factors but there are others
   (*d*) all
3. Ethical standards are beneficial for:
   (*a*) efficient accomplishment of work
   (*b*) harmony in the workplace
   (*c*) taking away the freedom of workers
   (*d*) all
4. Which of the following are the benefits of globalization:
   (*a*) sharing of ideas and technology
   (*b*) promoting efficiency
   (*c*) opening up markets for competition
   (*d*) all

Part II – Short answers

1. Explain the following:
   (*a*) ethical standards
   (*b*) civilization
   (*c*) globalization.
2. What is the importance of doctors taking the Hippocratic Oath?

Unit 8
Self-Reliance

Introduction

You discussed several issues related to self-reliance, dependency and decision-making in the previous grades. In this unit, you will have further discussions on self-reliance and moral sensitivity; psychological, economic and social impacts of dependency, and dependency in a global context. You will also deal with the capacity for morally good decision-making.

Lessons

1. Self-reliance
2. Dependency
3. Self-reliance and Morally Sound Decision-making Capacity

Key words and concepts

- Consensus
- Dependency theorists
- Moral sensitivity
- Prestige
- Status

What you will learn

You will:

- recognize the difference between self-reliance and dependency.



A self-reliant disabled person

LESSON 1

Self-Reliance

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

- describe the characteristics of a self-reliant person.
- be self-reliant.
- develop moral sensitivity to make good decisions.

Why is it important to be morally sensitive?

You learned the attributes of self-reliance in the previous grades. Self-reliant people have good self-awareness. They know their good qualities and weaknesses. They have their own views; devote their time and energy to earn their living from their own efforts and plan for their future. Self-reliant people have self-confidence and make good decisions about their lives as well as the lives of others.

The importance of moral sensitivity

Decision-making requires examining the pros and cons of the decisions that you make. You need to question the morality of your decision in order to take morally sound actions. One skill involved in making good moral decisions is sensitivity to moral issues. Moral sensitivity refers to care and consideration of issues related to right and wrong decisions or actions. Quite often you may act without considering moral issues because you do not bother about the moral nature of the situation. Sometimes you may do the right thing without considering the moral dimension of your actions. This is right for any minor decisions that you make in everyday life. For example, if you tell a lie you may not consider the morality of the issue. But this is not always true. In many cases, making the right decision requires a real sensitivity to the moral dimension of the situation. We can make good decisions when we consider moral values such as honesty.

Moral issues surround us all the time. Many decisions we make have moral importance. Some people may ignore the moral significance of a situation thinking that the decision can be made based on the available facts. However, it is essential to be sensitive to the fact that many technical questions have important moral components. The decision made by medical doctors to prescribe for a particular condition involves making, not just a technical decision, but also a value judgment concerning the various issues, side effects and risks. A medical doctor should consider these things when he/she makes decisions related to abortion, or revealing the medical status of their patient who is diagnosed as having a chronic and deadly disease. With whom to communicate the status of HIV positive clients also requires the consideration of moral issues.

Self-Reliance

Sometimes people may ignore the moral importance of a situation giving priority to economic benefits. A business person may make decisions to maximize his profit without considering the moral dimension of his decisions. Good examples in this regard are using child labour or increasing prices without justification.

CASE STUDY

Economic matters versus moral questions

Getu is a rich teff trader. He observes that the price of teff is rising in a particular year. Though he has stored several hundred quintals of teff, he decides not to sell because he predicts that the price would rise in the near future. Though he has bought 2000 quintals of teff with Birr 450 per quintal, he decides to sell the teff when the price rises higher.

He did not sell a single quintal of teff when the price rose to Birr 800 per quintal. He did not even change his mind when the price rose to Birr 1000 per quintal. He did not bother about the problems of the people who were suffering from shortages and the high price of teff and other food crops. Getu's stance was firm. He usually says, "This is business! I am a merchant. My aim should be making more and more profit. So I should wait until prices go higher!"

Getu started selling teff when the price reached Birr 1400 per quintal and managed to get Birr 950 profit from each quintal since he bought a quintal of teff with Birr 450.

Discuss the following questions as a class.

- Did Getu show moral sensitivity in his decision-making?
- Do you think that it is fair to make such a decision when fellow citizens suffer from shortage of food crops and high prices?
- What would happen if most of the teff traders made a similar decision in order to maximize their profits?
- There are some people who mix butter with bananas, dilute milk and adulterate food in other ways to maximize their profits. Discuss the negative impacts of these kinds of immoral decisions and actions?



Getu storing his teff

Self-Reliance

The following points are helpful to make morally good decisions.

Sensitivity to a range of considerations

Once an issue has been identified as having moral importance, the first and perhaps most important step is considering what should be taken into account. This includes:

- An awareness of the various parties who will be affected by the decision taken;
- Sensitivity to the range of values or principles which might be applied to the issue.

Discussion to build consensus

It is also important to discuss issues having moral significance. Discussing morally sensitive issues with other people has one good advantage. People around you may agree with your decision; or at least they may understand your decisions; or they may show you the different moral dimensions of the issue. Professionals working together would need these particular kinds of discussions to reach consensus.

The advantages of discussing moral issues with others are:

- **Short-term gain:** Involving others in our moral decision making means that other people can provide insight or experience that is different from ours. This helps us to make morally sound decisions.
- **Long-term gain:** We can improve the quality of our moral decision-making by listening to the reasons provided by others and seeing their point of view. We can often learn much from wise and experienced persons who make good moral decisions with some consistency.

Discuss these questions as a class.

- Why should you be concerned with the moral dimension of an issue?
- What is the advantage of considering the impact of our decisions and actions on other people and the community at large?

REMEMBER

- One skill involved in making good moral decisions is sensitivity to moral issues.
- Moral sensitivity refers to care and consideration of issues related to right and wrong decisions or actions.
- Many decisions, which have moral importance, should be based on moral values.
- Discussing moral issues with others can help to explore the different moral dimensions.

LESSON 2

Dependency

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

- describe the consequences of dependency.
- struggle against dependency.

Some scholars argue that poor countries remain poor because of their dependency on rich and developed countries. What do you think?

You discussed the meaning of dependency and its impacts at the individual, community and national levels in the previous grades. In this lesson, you will discuss the psychological, economic and social impacts of dependency. You will also discuss the nature of dependency in the global context.

Impacts of dependency

People who live depending on others suffer from psychological problems. They lack confidence and suffer from feelings of inferiority. They fail to argue in support of their own position and cannot make free decisions. They refrain from forwarding their ideas because they fear that other people would ridicule them and reject their ideas.

Dependent people who live on the support of others also develop the habit of long-term economic dependency. A person with good health and physical fitness may prefer to rely on his/her parents, friends and other people instead of working hard. You might observe some young people between the ages of 20 and 30 living on the income and assets of their parents and relatives. This kind of dependency has a negative economic impact on individuals and families that support them because the dependent ones make no contribution and may develop a dependency syndrome.

Dependency also has a negative impact at the country level. A country that has a large number of dependents cannot achieve rapid economic progress because its dependent citizens consume the surplus produced by its working citizens. The development of such a country would be retarded since it cannot convert some of its products into the capital that is necessary to promote its development.

CASE STUDY

A dependent young man

Mesfin was working in a government organization until he was fired as a result of misconduct and low performance. He was 29 when he lost his job. From then on he depended upon his parents for all basic necessities, including pocket money. Though he had worked for more than 7 years, he had not saved money. His parents advised him to find work and continue his education in evening classes.

Dependency

Mesfin did not get any job because he did not want to be hired for menial work. His friends found him a job working as a guard at a private bank but Mesfin rejected it since he did not want to work as a guard. His parents found him a job working in a furniture workshop so that he would get a chance to acquire woodwork skills. Mesfin did not want to be employed because it was manual labour. Mesfin developed the habit of asking his friends and other people for money and continued to live at the expense of his parents.

? What is the impact of having many dependent people in a particular community or country? Discuss as a class.

? Collect and discuss proverbs and sayings that appreciate and encourage hard working people and ridicule lazy and dependent persons.

In addition to its economic impacts, dependency has social impacts. A dependent person may not be socially accepted among friends and in the community. As members of society, we occupy a status or social position. Our status is associated with certain responsibilities, expectations, behaviours and prestige that influence our relationships with other people. For instance, we shoulder responsibilities and get a certain level of prestige as a result of our occupation.

Not all working people get similar prestige or respect. For example, while hard working farmers are highly appreciated, the lazy ones are ridiculed and less respected. Hard working farmers are appreciated through songs and proverbs. People give them leadership positions and other responsibilities because they consider them reliable and responsible. Indolent farmers depend upon others in times of food shortage. They occupy a low social position and are not considered as reliable and trustworthy. Idle people who lead their lives depending upon others are not considered as full-fledged members of society.

Dependency in the international context

The problems related to dependency are not limited to the individual or country. They also affect the relationship between poor and rich countries in the international context. Many scholars and development theorists argue that poor countries remain poor because their relationship with the rich and developed countries is characterized by exploitation and dependency. There are different explanations regarding the question: why do poor countries get poorer and remain dependent? Here are some explanations:

Profit extraction and dependency of poor countries

Countries that have not been able to industrialize at a fast pace have not been able to prosper. Even though most countries are no longer oppressed, more advanced countries control the market, and extract profits from poorer countries for themselves. Poor countries have lost the race and cannot benefit from trading in the international market.

Debt and dependency of poor countries

Debt is one of the major factors that makes poor countries poorer. Countries become more dependent when they have more debt. This situation allows

Dependency

the rich country that provides debt to dictate their interests on the recipient country. The debt acts as an obstacle for the development of the country in debt.

International market and dependency of poor countries

According to dependency theorists, poverty and underdevelopment in developing countries are a result of the dependency of poor countries on the rich ones of the western world. They argue that the world market favours the rich industrialized countries which import raw materials cheaply from poor countries and export industrial goods at high prices. Though the poor countries' economies have been integrated in the international market, they cannot compete in the world market equally with the wealthier countries. For instance, it is the wealthier countries that decide the prices of coffee, tea and other commodities produced by poor countries in the world market. The poor countries have no option other than accepting these prices because they have very limited bargaining power. Rich countries exercise an indirect control over the poor countries' economies by controlling the international market. This means the system of the global market makes poor countries more and more dependent on rich countries.

Like dependent individuals who are unable to be treated equally, poor countries that are dependent on wealthy countries cannot maintain their relationship on an equal basis. They play very weak roles in influencing international politics and, as mentioned above, have weak bargaining powers. Poor countries are not completely free to formulate their policies independently because the powerful states may withdraw their support when the policies made by the poor countries do not suit their interests.

Discuss the following questions as a class.

- Evaluate the dependency of poor countries in the global context.
- How can you, as self-reliant and independent citizens, help to minimize the dependency of Ethiopia on developed countries?

REMEMBER

- Dependency has psychological, economic and social impacts. It negatively affects the lives of individuals and families and retards the development of countries.
- There are relations of dependency between poor and rich countries in the global context.
- Poor countries have a weak influence on world politics and economy.

LESSON 3

Self-reliance and Morally Sound Decision-making Capacity

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

- describe how a self-reliant person makes morally good decisions.

Do you think that the decisions that you make in your daily life are morally sound?

Self-reliance and the importance of assertiveness and other good qualities of self-reliant people were discussed in Grade 11. The relationship between self-reliance and good decision-making ability was also discussed in the previous grade levels. In this lesson, you will discuss self-reliance and the ability to make morally sound decisions. There are a number of ways of making a decision with ethical considerations. We will look at three: ethical relativism, utilitarianism and rights approaches.

Ethical Relativism

This approach assumes that 'ethical values and beliefs are relative to the various individuals and societies that hold them.' There is no objective right or wrong and the issues are often matters on which people hold subjective opinions; 'morality is simply a function of the moral beliefs that people have'. Therefore, people take account of the norms and views of their society when deciding what is right or wrong.

An example of this is the decision a person makes about inoculating their child against a disease. If their community believes that this is best for the child, the parent will go ahead. If society suspects the motives behind inoculation, the parent's decision would be affected.

Utilitarianism

This is another theory which considers the consequences of a particular decision. This is sometimes named the Greatest Happiness Principle as the outcome of any decision is expected to provide the most pleasure for the greatest number of recipients. 'According to utilitarian moral theory, when we evaluate human acts or practices we consider neither the nature of the acts or practices nor the motive for which people do what they do. By utilitarianism we ought to decide which action or practice is best by considering the likely or actual consequences of each alternative.'

Using the same example, the decision would be made based on the fact that, if the inoculation appeared to save many more children than would be harmed by it, then it should be given.

The Rights Approach or Kant's Moral Theory

The third approach is a non-consequential theory in that it is not the end result of an action that determines the decision, but whether the action itself is perceived to be right.

Self-reliance and Morally Sound Decision-making Capacity

'We may do what has good results, but if we do so for the wrong motive, then the act has no moral worth. However, it is not only the motive that counts for Kant. We must also do what is right. The act itself must be morally right. Both the act and the motive are morally relevant.

Using the example of inoculating a child, the decision here would be influenced by the belief that it is right to inoculate children against diseases, even if the outcome results are damaging. Although the consequences of the action are out of the control of the parents, the motive to do what is believed is good for the child is the main consideration.

Source: MacKinnon B. (2001) Ethics

Form groups and explore an issue; then make a decision considering the above philosophical approaches.

CASE STUDY

Denying the truth

The Nazi Germans launched their campaign of mass killing against the Jewish people during the Second World War. The following happened in 1940. Gundher was a citizen of Nazi Germany during that period. He was hiding three Jews in his attic. The German police came to his door and asked whether he knew the whereabouts of the three Jews. Gundher did not hesitate to lie because he wanted to save the lives of the Jews. He said: "I did not see them; perhaps they have moved to the nearby town."

Discuss these questions as a class.

- Do you think that Gundher's action is morally good? Why?
- Do you agree that preventing harm is more important than telling the truth in such circumstances? Explain.

CASE STUDY

Telling the truth

Birtukan is a young woman who lives in Addis Ababa. One of her friends told her that he had killed a woman and that he was very regretful about it. Birtukan is called into the court to testify. She knows that if she tells the truth her friend will go to jail. The regret he showed suggests that he will never commit another crime if he is not sent to jail. Birtukan feels emotional strain when she goes to the court. She keeps asking herself: "Shall I tell the truth...?"

Discuss these questions as a class.

- Do you agree that telling the truth is morally good?
- What is the benefit of telling the truth in such a situation?
- How do you think that telling the truth supports the system of justice?

Self-reliance and Morally Sound Decision-making Capacity

REMEMBER

- Self-reliance and the ability to make morally good decisions are interrelated.
- Self-reliance and assertiveness are good qualities that help people make morally sound decisions.
- Philosophers have identified different approaches to deal with moral issues. They include ethical relativity, the utilitarian approach and the rights/Kant's moral theory approach.

UNIT SUMMARY

In this unit, you have discussed self-reliance in relation to moral sensitivity, the impacts of dependency and making morally good decisions. The primary skill involved in making good moral decisions is sensitivity to moral issues. Many of the decisions that we make are related to moral issues.

Dependency has psychological, economic and social impacts. It negatively affects the lives of individuals and families and retards the development of countries. Some scholars argue that there are relations of dependency between poor and rich countries on a global context. Poor countries have very weak influence in world politics and economy.

We can make good decisions when we consider whether our decisions or actions have good or bad implications. Philosophers have identified different approaches to deal with moral issues: ethical relativity, the utilitarian approach and the rights/Kant's moral theory approach.

GLOSSARY

Adulterate:	The addition of a cheaper substance to food to increase its quantity.
Consensus:	A general or widespread agreement.
Dependency theorists:	Scholars who develop the theory of economic development that assumes that the poverty of poor countries is a result of their exploitation by wealthy countries.
Moral sensitivity:	The care, understanding or consideration of moral issues related to right and wrong.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Short answers

1. What is the relationship between moral sensitivity and the skills of making morally good decisions?
2. What is the importance of considering the moral dimension of our decisions and actions? How do you explain the significance of moral sensitivity to fight immoral actions such as corruption?
3. How could the three different approaches solve the current global problems such as poverty and global warming?
4. Some scholars argue that poor countries in the world get poorer because the developed countries exploit them. Evaluate this idea.

Unit 9
Saving

Introduction

In Unit 7, you learnt how to organize your time into working and leisure. In this unit, you will discuss how to organize your resources, particularly money. You will explore how the economy works and how important it is to utilize resources efficiently. You have seen in Unit 7, how globalization could have a negative impact by harming domestic industries. You will see how important it is to use domestic resources, including locally produced goods and services. Finally, you will look at how the economy works.

Lessons

1. Methods of Saving
2. Regulating the National Economy on Realistic International Principles
3. Types of Economy
4. Money and Capital

What you will learn

You will:

- appreciate the proper utilization of resources.
- realize the necessity of regulating the national economy on realistic international principles.
- recognize the difference between the micro and macro economy.
- appreciate the role of national and international monetary organizations in national development.

Key words and concepts

- Comparative advantage
- Desertification
- Distributive justice
- Global welfare
- Gross Domestic Product (GDP)
- Macroeconomics
- Microeconomics
- Ozone
- Sustainable development



National Bank of Ethiopia

LESSON 1

Methods of Saving

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

- explain the necessity of planning production and consumption.
- describe the importance of relying on one's own national product.

If you want to regularly save, how would you start? Discuss in the class.

You have learnt how proper utilization of resources is important. This importance generally arises from the fact that the resources we use to satisfy our needs and wants are scarce. They cannot satisfy the unlimited needs and wants of humans. This calls for the proper utilization of resources in order to make the best use of them. If we utilize our resources properly we can use them for a longer period and for more people. Some of our resources are very scarce and are in danger of being totally exhausted.

A good example is the environment. Studies show that, if we do not take very serious measures to protect our environment, we will totally lose our environmental resources. These measures include protection of the water and air resources. Factories emit unhealthy gases that harm the air and deplete the ozone layer. This results in global warming and makes the world a difficult place to live in.

Other environmental resources include natural forests. Mankind has destroyed a substantial portion of the natural forests in the world. The depletion of forests results in the desertification of places. Desertification, in turn, reduces the availability of land that can be used to produce food. Consequently we are losing our resources because of lack of proper utilization.

Besides saving our natural resources, we have to know how we should use other resources properly. In order to utilize resources, we need to plan. Planning requires an understanding of what we want or need and what resources we have. For example, to have a big house and cars you need to save a considerable amount. If you want to build a business of your own you should plan accordingly so that you can save enough to have the sum of money you need.

There are number of things that are important to consider before planning your consumption and saving. First and foremost is your level of income. When you start work in the future you should estimate how much income you will have. This is the most important component of your planning since this amount decides how much you can actually save or consume.

The next important thing to consider before planning saving is that consumption has to be made on the basis of need. It is important to change our attitude towards consumption. We shouldn't consume just because we have the money or spend

Methods of Saving

CASE STUDY

Global Warming

One of the major issues threatening our environment is global warming which is a phenomenon that occurs because of the depletion of the ozone layer. The ozone layer is very important for life because it absorbs ultra-violet rays and prevents them from reaching the ground. Certain industrial compounds erode the ozone layer and expose life to dangerous ultra-violet radiation. Because of this the earth's temperature increases and this is called global warming. Most of these industrial emissions that erode ozone are produced by the developed countries. There is a lot of debate to urge the developed countries to use resources responsibly so that humanity can live a valuable and prolonged life on earth.

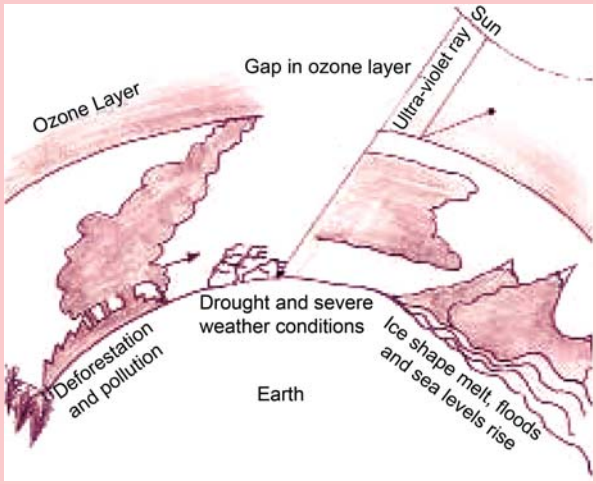


Diagram showing the effects of global warming

? Can you imagine what will happen if we continue to erode the ozone layer? Discuss in the class.

impulsively as we need to identify those things that are necessities. Having properly identified those necessities, it will be easier to estimate how much money is required to fulfill those needs after which the rest of the money can be saved.

? Explore the cost of renting or purchasing property and other large commodities you may want. Then look at the salaries paid to professional people. What can you expect to earn after your studies and how much would you need to save to purchase what you want?

For countries, saving is determined by their Gross Domestic Product (GDP). This measure of income is very important for a country. Countries with a greater GDP can consume and save more since GDP represents the total value of production of goods and services. This means, the more goods and services we produce, the more we are likely to consume and save. Therefore, as far as saving is concerned, the most important thing for a country to consider is its national income.



You may want to lease a new apartment in a city

Methods of Saving

One of the ways that a country can properly utilize resources is through using those that are locally available. All countries produce different goods and services. When people use locally produced goods and services they will save resources such as transport costs. By doing that we are helping the domestic economy to flourish.

In most developing countries people use imported goods more than they use their own products. But when the goods are imported, the price is likely to be higher since it costs more to transport the goods from another country. Also, domestic industries go out of business because very few people buy their products. This attitude has to be changed in order to properly utilize our resources.

? List those items that are produced in your locality. Try to assess their prices and their quality with respect to similar products that are imported from abroad.

Choose 5 items that are produced in this country. Explore the prices and the quality of those items and try to compare them with similar items that are imported.



Banks are modern institutions of saving

REMEMBER

- It is important to develop the habit of saving part of your income as well as natural resources.
- GDP represents the total value of production of goods and services.
- When people use the goods and services produced in their locality they will save resources.

LESSON 2

Regulating the National Economy on Realistic International Principles

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

- describe the international economic principles.
- describe the situation of the Ethiopian economy.

Why is it important to regulate the national economy on the basis of international principles? Discuss as a class.

You have seen in Unit 7, how globalization is a phenomenon that no country can escape from. It therefore requires an understanding of global economic principles and trends in order to align oneself in a beneficial way. In the international economic order over the past two decades there have been dominating principles that govern the economy. Before that there were opposite principles that were supported by two blocs: the capitalist west and the socialist east. These blocs had different ideologies as to how the economy should be managed. The socialists believed that the command economic structure was appropriate while the capitalists believed the market economic structure was better. Over the past two decades however, the capitalist free market structure has prevailed and most countries have pursued that direction for their economy.

The economic principles of the free market economy are:

- freedom of decision to economic agents like producers and consumers;
- lower government involvement in the market; and
- letting market forces determine the extent of transactions and prices.

Supporting these basic concepts of a market economy, there are other international principles. These include:

- global welfare;
- distributive justice;
- comparative advantage; and
- sustainable development.

Global welfare is a broad concept that considers the well-being of individuals all over the world. Eliminating hunger and disease and increasing literacy rates are among the global goals to increase welfare and enhance the quality of life of people around the world. This has been a great challenge for mankind. A large portion of the world's population lives in poverty and does not have access to even the basic needs. We have not managed to overcome this challenge so far.

You have discussed distributive justice previously and you have seen that it deals with fairness in the

Regulating the National Economy on Realistic International Principles

distribution of socio-economic benefits. It means maintaining equality in the economic status of the people.

The other important principle is comparative advantage. This principle is taken from the market economy principle that countries should produce those products which bear a minimum cost and should not produce those products that cost more. Instead they should import those products from other countries. This means that those countries that produce agricultural products at less cost should continue to produce mainly agricultural products and use profits from exports to import industrial products.

Finally, the most important principle is sustainable development. This is very much related to global welfare. In order to ensure the well-being of individuals, it is important for them to develop both economically and socially. This includes increasing people's income through production and developing other socio-economic factors like education, health, governance, institutions etc which ensure sustainable development.

All these principles are supported by the international multilateral organizations like International Monetary Fund, World Bank and World Trade Organization.

Knowing the dominating global economic principles is important for any country to make its own economic decisions. As no economy exists in isolation, it has to align its economic decisions to fit in with the global economic order and principles. Ethiopia has to do the same. The country is integrated in the world economy and, if it wants to continue its economic relations with other countries, it has to devise its economic policies in line with them.

Ethiopia is one of the poorest countries in the world with close to 85 percent of the population working in agriculture in the rural areas. The methods of production are weak and dependent on

CASE STUDY

World Trade Organization (WTO)

One of the biggest international organizations established with the agreement of many countries is the World Trade Organization. It was established in 1994 by 128 member countries to administer trade agreements between countries. It has the general principles of promoting free trade between countries. It encourages the removal of all kinds of trade barriers. Countries impose trade barriers because they want to protect their industries from competition from outside. When countries remove trade barriers many products come in and compete with domestic industries which causes the profits to decline. Therefore, in order to protect their industries from this, countries impose trade barriers. WTO opposes this kind of protection. It promotes the freeing of markets and countries producing according to their comparative advantage.

What value does the WTO bring to developing countries. How do you think it affects Ethiopia's trade?

Can Ethiopia's trade benefit from the principle of comparative advantage?

Discuss as a class.

Regulating the National Economy on Realistic International Principles

nature. The country is frequently hit by recurrent droughts and is desperately in need of food self-sufficiency. The country also depends on foreign aid, both in times of drought, and for her development needs. In addition to this, the country is not able to produce all the necessary goods and services domestically; therefore, essential goods have to be imported from other countries.

Some of our essential imports include fuel, medicines and fertilizer. We export our agricultural products to the other countries and use the earnings to import our essential imports. Apart from these immediate needs, we also need to import machinery and transport equipment necessary for our growth and development.

In order to import the technology required to transform the economy to a fast growing one, we need close ties with the rest of the world. Ethiopia's economic strategy at present is aligned to the free market principles. Gradually, the country has transformed from a command economy to a market based economy. Although there is a long way to go, there have been measures taken to liberalize the economy. In addition, the country has chosen export-led growth in which exports are encouraged with earnings used to import essential commodities.

Debate

Divide yourselves into two groups and organize a debate with each side taking one of the issues. Corroborate and substantiate your ideas with evidence.

- Ethiopia should promote only free trade and shouldn't protect its industry from competition from other countries. Competition is good for growth and it should be promoted.
- Ethiopia is a poor country and should protect its industries from the outside world. The country is not in a position to open its market and it would harm the country's growth if it does not protect its industries.

REMEMBER

- We should buy more locally produced products to strengthen our economy.
- Ethiopia should follow international principles of comparative advantage, global welfare, distributive justice and sustainable development.

LESSON 3

Types of Economy

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

- explain the difference between micro and macro economy.

As a class, brainstorm the terms macro and micro.

An economy is studied from different perspectives which help to analyze the different faces of the economy and the different agents in the economy. The two major perspectives through which we study the economy are the micro and macro economy. As you may already know micro means small and macro means large and inclusive.

You know that an economy is made up of a lot of economic agents. These agents are either involved in production or consumption of goods and services. They have their own motives that, when seen collectively, affect the whole economy. Therefore, it is important to understand the individual behaviours of economic agents, the study of which is known as microeconomics.

Microeconomics studies the behaviour of consumers and producers. It deals with the determination of prices and summarizes the interrelationship between these economic agents. Consumers make their purchasing decisions, taking into consideration their utility and their purchasing capacity. Producers, on the other hand, want to maximize their profits and choose a level of production that achieves this outcome.

Microeconomics also includes the analysis of the welfare of a particular group of people. Whenever the analysis comes down to individual agents or groups, then it is the concern of microeconomic research. If, for example, we want research whether a group of people are benefiting from a certain government decision, we conduct a microeconomic research. Microeconomic research is, therefore, a very important part of the study of economics. Without knowing how individual agents make their decisions, it would be impossible to devise policies that would affect the entire population or country.

The study of the behaviour of individual agents is not enough. We need a comprehensive and cumulative picture of what goes on in the economy. This is because, without this comprehensive picture, it is impossible to come up with the policies that stimulate the economy. Studying the overall economy is the concern of macroeconomics. Macroeconomics is said to be a bird's eye view of the economy. It is the analysis of the national economy looking at the overall prices, growth, production and consumption, saving and investment, unemployment, exports and imports and the like.

The growth performance of a country is analyzed through macroeconomic studies. This is because growth could only be analyzed through the summary of the total domestic production

Types of Economy

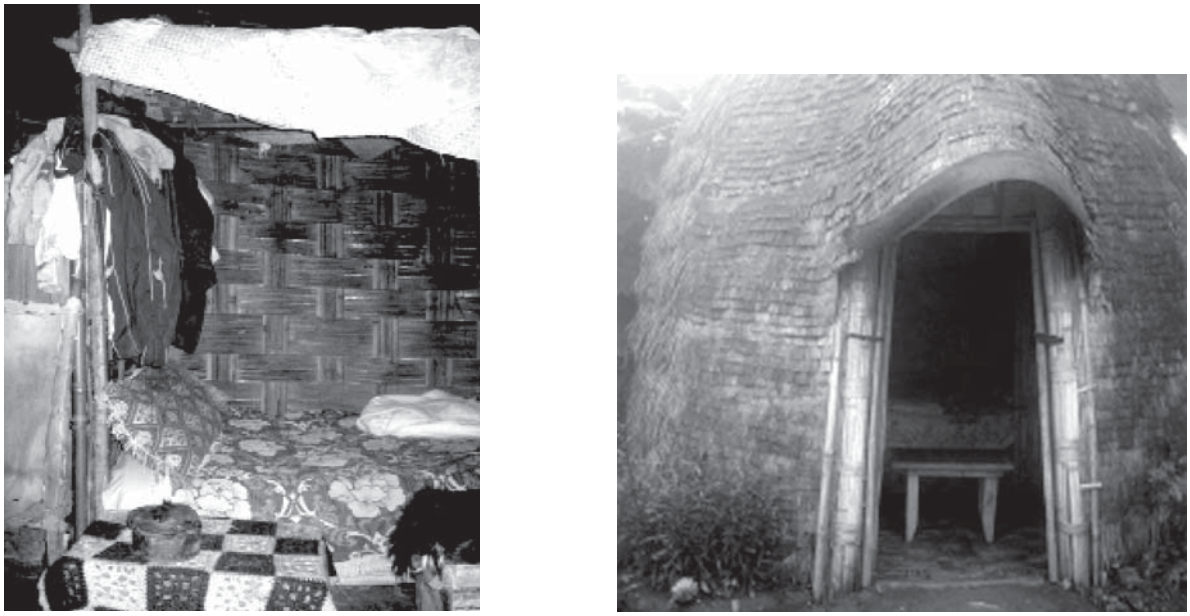
measured by the Gross Domestic Product (GDP). The percentage increase of the gross domestic product is what is called growth. The other very important issue in economics is the study of prices. The most common measurement of the price level is the Consumer Price Index (CPI). The consumer price index is the weighted index of prices of goods and services consumed in the economy. The percentage increase of this index is what is known as inflation. The analysis of inflation determines what kind of policy will be needed to stabilize it. The other important issue is the level of saving and investment in the economy. As you know, it is only when there is enough saving that there can be investment which helps to create jobs and increase production. The analysis of investment is also done through macroeconomics, as is the study of imports and exports.

CASE STUDY

Assessing the Needs of a Rural Household

In a poor country like Ethiopia, where the majority of the population live in the rural areas, it is important to assess the economic and social needs of a rural household. In assessing the needs of a rural household, a review of the consumption and production levels of the household is very important. In looking at this it is possible to see what the household consumes. It is also possible to see whether the consumption is adequate or not. Reviewing what the household produces and what income it earns is the other side of the needs assessment. All this is done through the microeconomic analysis. You can understand that the assessment of the needs of a rural household is very important. It shows the level of poverty a country is in.

? Discuss as a class how and why the assessment of the needs of a rural household is important for policy making.



A rural Ethiopian household

Types of Economy

CASE STUDY

Inflation

From 2004/05 Ethiopia has been experiencing a sharp rise in prices of goods and services. Some macroeconomists say that the cause of this inflation is what is happening in the agricultural sector. Others are saying that it is caused by what is going on in international markets. Still others are blaming the inefficiency of the domestic market. The debate has continued. Some institutions and individuals have tried to conduct studies on the causes of inflation. In order to conduct such a study it is important to know what goes on in international markets and domestic markets. This is the concern of macroeconomics. Macroeconomists analyze the movement of prices in the country and advise the government on the possible measures that could be taken to address the issue.

- Has inflation been a concern to you or your family? Ask your parents about the level of prices.
- What are the implications of inflation on a family and on a nation? Discuss.

REMEMBER

- Microeconomics study the individual agents in the economy, like the household and producers.
- Macroeconomics look at the economy as whole and study issues like, growth, inflation, unemployment and trade.



A modern urban Ethiopian household

LESSON 4

Money and Capital

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

- describe the role that local, national and international monetary organizations play in development.
- explain the relationship between money, capital and world politics.

What role can international monetary organizations play in Ethiopia's development? Discuss this issue in the class.

In Grade 11, you discussed the importance of banks in development since they make available funds for investment. Investment in turn is a way of increasing production and employment. When production and employment increase, development comes. Here you will discuss more about this issue in an international perspective.

Increasing the sources of funding is an important goal in the development efforts of different countries. It is with this understanding that local, national and international organizations are expected to play significant roles in providing funds. Local, national and international monetary organizations have different roles to play in the development efforts. Local monetary organizations, such as credit unions, are primarily concerned with the mobilization of capital in the local area and cater to the needs of the local communities and business. They give out loans to local consumers and businesses and are usually opened for profit.

National monetary institutions are larger and give a much bigger financial service by providing substantial amounts of loans to the public. These affect the economy significantly and impact on the direction of development. These institutions include the national bank, the commercial bank and other private banks which guide the supply of money depending on the growth and production demands of the economy. Local and national monetary organizations work mainly in response to what happens in the economy while at the same time trying to stimulate the economy to produce more.

International monetary organizations are a little bit different from the local and national monetary organizations because of their policies in providing funding. International monetary organizations devise their policies based on the shared principles of member countries. The policies are dominated by the beliefs of some rich countries who are the major financiers of these institutions.

The two major international monetary institutions are International Monetary Fund (IMF) and the World Bank. Both these institutions were established by the rich countries in an effort to help developing countries. But these institutions have policies devised by the developed countries with the understanding that they only give the loans and grants when the developing countries satisfy some of the conditions specified in the policies. Some

Money and Capital

of these policies include more liberalization of the economy and privatizing state enterprises.

Therefore, local, national and international monetary organizations are instrumental in financing the development efforts of a country. Also, they play a significant role in allocating the available funds to the most productive ventures so that the money can be put to proper use. These organizations have to conduct research to identify the sectors that require funding.

The other issue to look at is the level of involvement of international monetary organizations in world politics. As already stated, the policies and procedures through which international monetary institutions work are dominated by the funding members or countries. These are usually the developed countries. These countries have their national political objectives and would like to use their economic power in the international monetary institutions to influence other countries.

Normally economic leadership is very much related to political and cultural leadership. A good example of this is the United States of America. The US has been a global economic leader for quite some time and it has managed to politically and culturally influence other countries. The political influence extends to all corners of the world, swaying the political ideology and decision-making of many countries. The US used her political influence to promote her own economic benefit. The US has managed to encourage many countries to open their economies for US products.

In addition, it has managed to attract a large labour force from all over the world. Many people from different parts of the world have migrated to the US and work to benefit the US economy. With respect to culture, the US media largely dominates the media in most parts of the world. This has played a great role in attracting people to the US.

CASE STUDY

The policies of the International Monetary Fund

The International Monetary Fund (IMF) is an international multilateral organization established after the Second World War. At its establishment its purpose was to help in the reconstruction of war struck Europe. Eventually, however, it expanded its activities to a number of other responsibilities. It aims to:

- promote international monetary cooperation;
- promote exchange rate stability;
- facilitate balanced growth of international trade;
- help members when they face balance of payments difficulties;
- assist in poverty reduction.

As can be seen from these aims, the IMF upholds the international principles which promotes the freeing of markets and the reduction of government involvement. Representatives of the IMF come to Ethiopia yearly for consultation with the government on the state of the economy. They advise the government on the important measures to take.

? How can organizations like IMF help Ethiopia conform to international principles? Discuss the benefits and disadvantages of such consultations.

Money and Capital

All these reinforcing influences are indicative of the economic and political power of the richer countries over the developing world. Under such circumstances these rich countries sway the political ideology and thinking of the people in other countries. This is reflected in the policies of international monetary organizations which urge the developing countries to follow these policies.

REMEMBER

- Local national and international monetary organizations are instrumental in providing funds for development activities.
- Through international monetary organizations, the rich countries sway the ideologies and decisions of the developing world.

UNIT SUMMARY

In this unit, you discussed about how to properly use resources in the economy without wastage. You explored the different international economic principles that a country has to follow like free market economy, global welfare, distributive justice, comparative advantage and sustainable development. You also saw the different perspectives of studying the economy. Finally, you saw the importance of money and capital and how local, national and international monetary organizations provide the funds for development activities; and how monetary institutions, dominated by richer countries, influence the policies and decisions made by developing countries.

GLOSSARY

Comparative advantage:	A concept related to countries producing and trading in commodities conducive to their national conditions.
Desertification:	The transformation of a land into a desert because of climatic change.
Distributive justice:	A branch of justice that deals with fairness in the distribution of resources.
Global welfare:	The state of the quality of people's lives across the world.
Gross Domestic Product (GDP):	The total value of goods and services produced in a country during a period.
Macroeconomics:	A branch of economics that deals with the workings of the overall economy.
Microeconomics:	The branch of economics that studies the behaviour of individual economic agents in an economy.
Ozone:	The gas layer that protects earth from ultra-violet radiation.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which of the following is not an international economic principle?
   (*a*) sustainable development
   (*b*) comparative advantage
   (*c*) protecting local industries
   (*d*) (*a*) and (*b*)
   (*e*) all
2. Which of the following is not the concern of macroeconomics?
   (*a*) growth
   (*b*) unemployment
   (*c*) individual producers
   (*d*) all

3. What is the importance of consuming local products?
   (*a*) promoting local industries
   (*b*) promoting saving
   (*c*) promoting growth and development
   (*d*) all
4. Which one is true about the responsibility of local monetary organizations?
   (*a*) they mobilize funds locally and work for the needs of the local community
   (*b*) they affect the economy more than any other types of monetary organization
   (*c*) they cover all corners of the country
   (*d*) all

Part II – Short answers

1. What is the difference between microeconomics and macroeconomics?
2. What is the relation between global warming and saving?
3. What is the role of local and national monetary organizations in the Ethiopian economy?
4. What are the merits and demerits of international monetary institutions in relation to a country?

Unit 10

Active Community Participation

Introduction

In Grade 11, you studied and discussed how active participation of citizens can monitor and influence the actions of governments. You also saw how civic participation performed voluntarily can enhance societal development and support the democratic process. In this unit, you will discuss the importance of effective leadership and recognize the role of leadership in promoting active participation of citizens. Furthermore, you will see and appreciate the importance of civic participation for sustaining democracy.

Lessons

1. Effective Leadership for Active Participation
2. Civic Participation

What you will learn

You will:

- recognize the role of leadership to promote active participation.
- appreciate the importance of civic participation for sustaining democracy.

Key words and concepts

- Charismatic
- Quality leadership
- Press freedom
- Versatile

Citizens involved in community activities



LESSON 1

Effective Leadership for Active Participation

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

- describe the quality a leader should have to promote participation of citizens.

What do you think effective leadership is? What personal qualities in leadership are important for active community participation? Give examples in your explanation.

The success of an organization depends on its leader — his/her attributes, approaches, and problem-solving techniques. Leadership simply means giving direction and the quality of a good leader comprises of the personality and style of treatment which influences the behaviour of others. There are three important features of leadership: influence or support, voluntary effort and goal achievement.

A good leader creates vision and inspires others to achieve goals through stretching their capabilities. A leader influences members of the community so that they perform together willingly for the achievement of their goal.

In a democracy, effective leadership is very important to enhance good governance, transparency, openness and accountability which are cornerstones for active community participation. A democratic environment requires a good leader who inspires and develops followers to achieve the stated objectives. He/she assumes the responsibility of looking after the well-being of a community. Threats and coercion are not part of good leadership. It is mutual trust and confidence which helps the community to attain its objectives.

Some personal qualities that are required from a leader to promote public participation include being:

- **A planner:** Somebody who has the ability to set appropriate courses of action through well-prepared plans.
- **Versatile:** Somebody who is adaptable, flexible, resourceful, multitalented and an all-round personality. A leader can work in situations totally different from routine functions. Intelligence, ambition, assertiveness, politeness and psychological stimulation are essential attributes of a leader.
- **A motivator:** It is a quality of a leader to inspire others to be willing, feel enthusiastic about, interested, and committed to the objective of the task. It is the ability to give somebody a reason or incentive to do something. The leader's own performance guides and motivates the members; for example, being prompt themselves when asking members to come on time.
- **Engaging:** A good leader has personal qualities of being charismatic, attractive, appealing, charming and influential. A leader must have the quality to influence others morally and socially by using good communication.
- **Realistic:** A leader will realise what is achievable or possible, based on known facts. This is evidenced by setting realistic goals and being practical.

Generally, active community participation requires effective leaders who have personal integrity, self-confidence, analytical ability, knowledge, creativity, charisma, flexibility and direction.

Effective Leadership for Active Participation

? In small groups, identify a leader who you all know from your kebele or another organization. Identify their personal qualities and compare them with those listed here. Do you believe this person is an effective leader? Why?

CASE STUDY

Mandela and Roosevelt — Examples of Good Leadership

Nelson Rolihlahla Mandela, was a South African statesman and a leader in the struggle against apartheid. Before becoming the first black president of South Africa in 1994, he spent much of his life in prison for leading black opposition against the oppressive rule of the white minority government. During his many years in captivity, he became a worldwide symbol of resistance to white domination in South Africa. He served as President from 1994 until his retirement in 1999.



In November 1999, Mandela became peace mediator in the civil war in Burundi; a peace deal was achieved the following year leading to the establishment of an interim government in November 2001. In retirement Mandela became a vocal critic of the African National Congress (ANC) policy on Acquired Immune Deficiency Syndrome (AIDS), admitting that during his term of office he had not given enough attention to this hitherto taboo subject.

Franklin Delano Roosevelt was the only United States president elected to four terms. He guided the nation for 12 years, through the Great Depression and World War II and initiated a series of programmes, termed the New Deal, to help bring the US back to prosperity. Although he was crippled by polio at age 39, he continued his political career, which spanned 35 years.

? Find out more about each of these great leaders. Compare the leadership qualities of these figures. What were their strengths? Did they have any weaknesses in their leadership styles?

Feed this information back to the rest of the class and conduct discussion on how a good leader can motivate his people for various commitments.

REMEMBER

- The success of an organization depends on the leader's attributes, approaches, and problem-solving techniques.
- A good leader creates vision and inspires others to achieve the goals through stretching their capabilities.
- In a democracy, effective leadership is very important to enhance good governance, transparency, openness and accountability.
- Active community participation requires effective leaders who have personal integrity, self-confidence, analytical ability, knowledge, creativity, charisma, flexibility and principles.

LESSON 2

Civic Participation

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

- explain what civic participation is.
- explain the role of associations and groups in civic participation.

Do you have any experience of group participation? Explain your role in the group.

Associations or civic societies are organizations formed by the collection of voluntary individual members. Civic societies are not static; they are dynamic and ever changing to meet the needs of society, their members, corporate objectives and environmental changes. Some organizations are established with the objective of advocating certain societal issues. Others are formulated to help the individuals in the group. Therefore, organizations need to formulate their objectives and structures.

Once the objectives have been agreed:

- suitable plans or courses of action are prepared;
- appropriate structures and arrangements are decided upon; and
- the actions for individuals and groups of people are identified to achieve those objectives.

Active participation of the members in their civic organization enables the attainment of individual and collective goals. Usually the members of associations have the following characteristics:

- they define themselves as members;
- they share common goals;
- they engage in different activities.

As discussed in the previous lessons, citizens' participation is vital for the construction of a democratic system. This participation of citizens extends from merely voting in a democratic election to reflecting interests in policy processes.

? In small groups discuss how a self-help group could be organized in your community. Identify the aims of this group, its objectives and the roles of the members. Discuss the ideas with the rest of the class.

Citizens' participation in policy making and evaluating public policies has many advantages. It is very important for a democratic government to know how the citizens feel and react to various issues. This enables a government to shape policy that suits society so that its policies will be more sustainable and productive. Consequently, as members of society, citizens will benefit from the good policies that enhance development of their society.

In a country like Ethiopia, where we have diverse cultural and social backgrounds, different political stands and perspectives are expected. It is

Civic Participation

CASE STUDY

Community conversation in a southern Ethiopian village

In one of the southern Ethiopian villages, a large group of people sat in a wide circle under a tree to discuss their problems. These included widespread poverty, harmful traditional practices, lack of employment opportunities, lack of accessible services (including schools) and weak transport links. Their main concern, however, was why many local girls were not being educated. The women and men participating highlighted the negative impacts on girls' education and identified one of the main reasons why girls do not go to school. It was because of abduction.

This widespread harmful traditional practice affects girls, particularly on their way to schools which are long distance away. In spite of efforts by the elders to stop abduction, it still exists. Yet some believe that girls should stay at home and work.

The economic problems of most of the families contributed to the girls dropping out of school. Since there is no high school in the locality, after elementary school, students have to travel about 20 km every day or live away from home, rent a house and buy food, so they need more money. Although this affects both sexes, its effect is more serious for girls. Some families do not worry about the education of girls and this also contributes to girls dropping out.

By the end of the meeting, they had reached an agreement. They now intend to have another session to explore how the community might deal with the challenges they had discussed.



Community members gather to discuss problems
Source: Afework Ayele

? Form your own discussion groups and advise the community on how to solve the problems of female education?

Present your group's ideas to the class.

useful and important that citizens from all walks of life participate in the democratic process for, only then, can the nation develop alternative ideas and the government use the opportunity to consider and balance different perspectives. Also, if citizens participate actively in the process of policy making and evaluation, consensus could be reached on developing a sense of ownership and responsibility.

Citizens engage in the process of policy making by directly participating in civic life and by discussing pressing issues with their neighbours or with citizens who belong to civic forums in their communities, like parent-teacher associations, service organizations, neighbourhood associations or Iddir. Citizens also engage in policy making by taking part in various facets of the formal process of governance. For instance, citizens can attend public meetings and hearings sponsored by government agencies; they can meet with, or write to, public officials to express their concerns; they can join organizations such as trade groups etc.; and, of course, they should vote in elections. These forms of

Civic Participation

participation enable citizens to have a say on policy issues.

Associations and organizations help extensively in the participation of citizens in policy making. First of all, these groups organize the venue for airing views and important issues in the community. Also, they serve as a forum to analyze the problems of the community. Sometimes they are organized directly to influence public policy and to advise the government by identifying local issues and problems and raising awareness of the community. Finally, they can propose suitable solutions to a problem. These associations and organizations could be in the form of professional associations, non-governmental organizations (NGO), community clubs etc. All these have access to information about society's problems and the possible solutions.

? In the same discussion groups study the contribution and success of associations and groups in your area to see what the advantages are of acting in groups rather than individually. There are model organizations which are acting in groups and are successful such as the Ethiopian Women Lawyers Association, EWLA.

The media are vital in democratic systems. The power of the media is widely recognized in the world today. It can be used to check the accountability of government officials and is also one of the major means used in shaping the perceptions and impressions of people. For instance, it is often observed that in times of conflict, media play a major role in either escalating or de-escalating the war.

In a democratic system, where public responsibility and public participation is high, media are expected to be instruments by which citizens make their participation active. In the process of policy making, media can be used as a means of communication between the government and the people *i.e.*, media take messages from the government to the people and vise versa. Hence, citizens should be enabled to use the media freely.

By freedom of the press it does not mean that anybody can write what he/she pleases. Writings or speeches should be based on the truth and unbiased. Press freedom is a means of protecting values, such as individual rights and a viable representative government. It implies, on the other hand, substantial obligation to search for the truth, and to be fair and unbiased. However, the basic idea of this principle is that the press should be free to communicate to the people. Moreover, freedom of the press implies that the press should get access to government information in order to communicate its activities to the people.

The FDRE Constitution, Article 29: Right of Thought, Opinion and Expression

1. *Everyone has the right to hold opinions without interference.*
2. *Everyone has the right to freedom of expression without any interference. This right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any media of his choice.*
3. *Freedom of the press and other mass media and freedom of artistic creativity is guaranteed. Freedom of the press shall specifically include the following elements: (a) Prohibition of any form of censorship. (b) Access to information of public interest.*
4. *In the interest of the free flow of information, ideas and opinions which are essential to the functioning of a democratic order, the press shall, as an institution, enjoy legal protection to ensure its operational independence and its capacity to entertain diverse opinions.*

Civic Participation

5. *Any media financed by or under the control of the State shall be operated in a manner ensuring its capacity to entertain diversity in the expression of opinion.*
6. *These rights can be limited only through laws which are guided by the principle that freedom of expression and information cannot be limited on account of the content or effect of the point of view expressed. Legal limitations can be laid down in order to protect the well-being of the youth, and the honour and reputation of individuals. Any propaganda for war as well as the public expression of opinion intended to injure human dignity shall be prohibited by law.*
7. *Any citizen who violates any legal limitations on the exercise of these rights may be held liable under the law.*

? Should the press have complete freedom to say or print whatever they want, or should this freedom be curtailed by laws e.g., a constitution? Debate this issue as a whole class.



Citizens have the right to receive information

REMEMBER

- ❒ Civic participation in policy making is very important.
- ❒ Groups are stronger than individuals when it comes to airing their concerns.
- ❒ Organizations and associations promote civic participation.
- ❒ Media are important tools to help forward the opinions of the public and serve as watchdogs on the activities of the government.

UNIT SUMMARY

Effective leadership is one of the decisive factors in attaining goals or objectives. The success of an organization depends on the leader's attributes, approaches and problem-solving techniques. There are three important features of leadership; influence or support, voluntary effort and goal achievement. A good leader creates vision and inspires others to achieve the goals through stretching their capabilities. A leader influences members of the community so that they perform together willingly for the achievement of their goal.

Associations and organizations help citizens to participate in policy making. First of all, they organize the venue for airing views and important issues in the community. Also, they serve as a forum for analyzing the problems of a community. In a democratic system, where public responsibility and public participation is high, media are instruments by which citizens make their participation active and strong.

GLOSSARY

Charismatic:	A quality to attract followers.
Press freedom:	The right to express oneself through speech and the written word.
Quality leadership:	The ability to take people towards the organisation's goals.
Versatile:	Having an all-round personality and being multifaceted.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. The success of an organization depends on the leader's:
   (*a*) attributes
   (*b*) approaches
   (*c*) problem-solving techniques
   (*d*) all of the above
2. Among the personal qualities of leadership, giving somebody a reason or incentive to do something is being:
   (*a*) realistic
   (*b*) a motivator
   (*c*) engaging
   (*d*) a planner
3. In a democracy effective leadership is very important to enhance:
   (*a*) good governance
   (*b*) transparency
   (*c*) openness
   (*d*) accountability
   (*e*) all of the above

Part II – True or false

1. Leadership means the quality of a good leader.

2. A leader influences members of the community so that they perform together willingly for the achievement of their goal.
3. Threats and coercion are part of good leadership.
4. Media can be used to check the accountability of government officials.
5. Freedom of the press means that anybody can write what he/she pleases.

Part III – Short answers

1. List some of the personal qualities that are required from a leader to promote public participation.
2. What is required for an individual to actively participate in a cause?
3. What do you understand by effective media?

Unit 11
The Pursuit of Wisdom

Introduction

In this unit, you will further develop your understanding of topics like knowledge and communicating, interpreting and evaluating information. Along with this you will explore scientific methods of collecting and analyzing data. You will learn that developing the habit of reading is important to enrich you with knowledge that you will need for life.

Lessons

1. Knowledge
2. Information as a Source of Knowledge
3. Developing Reading Habits

What you will learn

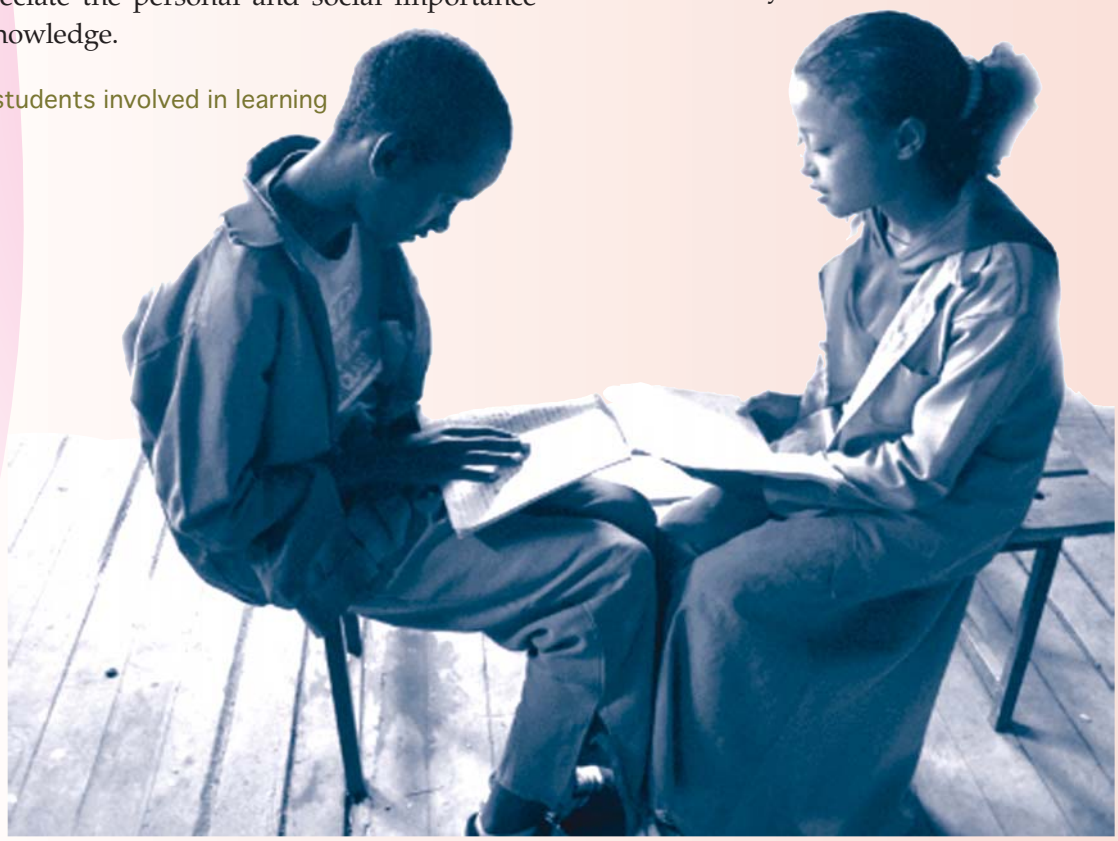
You will:

- appreciate the personal and social importance of knowledge.
- recognize how information becomes knowledge.

Key words and concepts

- Hypothesis
- Qualitative data
- Quantitative data
- Social utility

Young students involved in learning



LESSON 1

Knowledge

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

- describe the utilities of knowledge.

What are the benefits of knowledge for you and for society?

Knowledge is the most powerful tool in the hands of man. It influences the way man lives and interacts with nature. The developments in science and the transformations in technology have impacted greatly on social life. This transformation has brought a change in our conception of distance and time. Within seconds you can reach people in any corner of the world. Mobile telephone technology, for example, has reduced barriers of communication. This has facilitated effectiveness and productivity on a global scale. Places separated by great distances can be easily reached in hours as air travel has become more common.

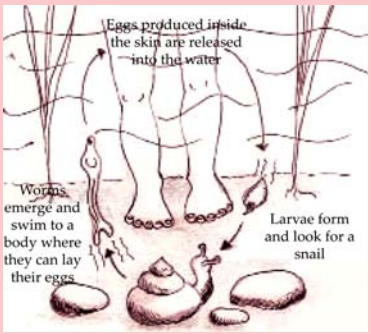
Due to the technological developments, which are manifestations of knowledge, the world no longer seems such a huge place as had been thought in the past. Through knowledge, society continues to change. You even see a transformation in yourself as it has the power to effectively alter your social status.

CASE STUDY

Professor Aklilu Lemma—an Ethiopian Scientist

Dr. Aklilu Lemma was one of the renowned scientists of Ethiopia. He discovered the medicine to cure bilharzia (schistosomiasis). Through observation and scientific investigation he identified the traditional and natural detergent called *endod* to kill the snails that cause bilharzia. His discovery was a breakthrough in the field of medicine and brought relief to millions in the world who suffer from this disease.

After his death, a foundation called the Aklilu Lemma Institute of Pathobiology was established at the AAU to promote scientific research in Ethiopia. The foundation awards scholarships to bright university students.



The way bilharzia is caused

Form groups to discuss and evaluate how knowledge contributes to medical and scientific achievements.

Knowledge

Many great names in the world are linked to remarkable achievements. In Ethiopia there were great personalities whose achievements will long be remembered. We need to respect people with knowledge and follow in their footsteps to help change and transform our country.

? Identify and describe the achievements of a great Ethiopian personality who has done much for the country. Share with the rest of the class.

CASE STUDY

Metier Afework Tekle — an Ethiopian Artist

Afework Tekle is Ethiopia's most well-known artist whose work is recognized across the world. He studied in England and travelled across Europe before returning to Ethiopia where he held the first significant art exhibition in Addis Ababa in 1954. This was followed by many other exhibitions around the world.

He works in a variety of media: paint, pen, stained glass etc., and his approaches to his subject include symbolism and abstract. He was influenced by Ethiopian heritage and African culture among other things. He met many other famous contemporary artists as he travelled round the world and received many awards. His work is a source of pride in Ethiopia and he continues to influence many new artists.

? How does an artist's knowledge benefit the country and the world? Discuss as a class.



Afework's stained glass window in the AU building, Addis Ababa

REMEMBER

- Knowledge influences the way man lives and interacts with nature.
- Through knowledge, society continues to change.
- Knowledge enables us to make breakthroughs in all aspects of life including science and medicine.

LESSON 2

Information as a Source of Knowledge

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

- explain the sources and purposes of information.

If you were asked to research the achievements of Grade 12 students, where would you expect to find the information and what form would it take? Brainstorm in small groups then share with the rest of the class.

Information helps us to develop our knowledge. One of the methods through which we can gather information is through research. In carrying out research you identify different sources of information and data in various formats. To research Grade 12 students' achievements, there would be books, journals and other written documents, and these would be available in libraries and also in other educational organizations.

Quantitative data, in the form of statistics of grades achieved over previous years, could be found in your school and in other educational establishments including the Ministry of Education. Some data may be found on the internet. Interviews with teachers and students may provide qualitative data, and/or a survey of past and present Grade 12 students could reveal information that could also be appropriate. You may have identified other sources in written, numerical, oral and other formats such as practical work, art and music. Thus, you can see that information can be communicated in a variety of ways.

Once you have gathered your information you need to interpret it. This does not simply mean translating it into a language you understand. If the information is quantitative, you will need to identify trends from which you can draw conclusions from the facts and figures. If it is qualitative, you will need to consider how much can be relied upon, and what can or cannot be substantiated or supported by other evidence.

You need to carefully analyze the information to draw out that which you will need. At this stage you will evaluate what is important and what is not. You can then discard that which is misleading or superfluous. You can then use the remaining information to justify your study and come up with conclusions.

Information as a Source of Knowledge

Copy this table. In previous grades, you learnt about information, knowledge and wisdom. Look at the table below showing the differences. In small groups complete the copy with examples to identify the relationships between each concept. For example, HIV/AIDS etc.

Information	Knowledge	Wisdom
Facts or figures obtained from reliable sources	Understanding information	Using knowledge effectively for a purpose

Knowledge is understanding or learning about that which is known. Information is also defined as knowledge in the form of facts. It is said that you acquire knowledge but you obtain information. This expression indicates that knowledge refers to something very wide in scope, but information refers to more specific facts obtained for a particular purpose. Wisdom is gained through the accumulation and practical use of knowledge.

Scientific methods of collecting and analyzing data involve thorough testing before a theory or hypothesis is accepted as a fact. A hypothesis is a problem that you need to solve through research. A desire for a potential cure for an illness, for example, may serve as a hypothesis which will lead to research into the use of a new drug. The type of method used to collect data depends on the nature of research that you wish to carry out. In researching for a new drug, there will be a long process of collecting and analyzing data before a conclusion can be reached and the research results evaluated. The data that is collected and analyzed for a specific purpose will help to form a generalization or judgment. Based on this, recommendations are given to those concerned to enable them to make knowledge-based decisions.

Compare the process of researching achievements of Grade 12 students with research into a new drug to cure a disease. How would each be undertaken, by whom and for what purpose? How would generalizations and recommendations be made in each case?

Information as a Source of Knowledge

CASE STUDY

UFOs and Space Aliens

When we discuss life on other worlds, we might be tempted to use UFO sightings and supposed visits by aliens from outer space as evidence to test our hypotheses. We do not do so for two reasons, both related to the reliability of these observations. First the reputation of the sources of UFO sightings and alien encounters does not give us confidence that these data are reliable. Most of the data are simply made up for the sake of sensation. Second, the remaining UFO sightings, those not simply made up, do not survive careful examination. Most are mistakes or unconscious misinterpretations of natural events made by honest people. A number of unbiased studies have found no grounds for believing in UFOs.

Source: Adapted from Seeds, Michael A (2005) Foundations of Astronomy Eighth Edition

What evidence could lead you to believe in UFOs and aliens from other planets?

REMEMBER

- Knowledge is a general understanding of nature and ideas.
- The evaluation of information and knowledge requires observation and experimentation.
- Wisdom means one's ability to use knowledge effectively for a given purpose.
- The types of methods used to collect data depends on the nature of the research one intends to carry out.
- The data collected and analyzed for a specific purpose help to make generalizations and recommendations.

LESSON 3

Developing Reading Habits

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

- describe the importance of reading.

Brainstorm ways that you can improve your reading habits. Share your ideas with the class and discuss.

The habit of reading is linked to the pursuit of wisdom. Developing a reading habit expands the frontiers of knowledge. Some societies in the world, particularly the industrialized countries, have developed the habit of reading. A widely read population is also an informed public which can make informed judgments. However, a society like ours is not knowledge based because the culture of reading is at the early stages of development. Therefore, we need to develop this culture for the good of the people and the benefit of the country.

Your interest in reading may start with reading books, comics or magazines for pleasure. Without a purpose, reading is meaningless, and there cannot be any conscious activity. By reading your course books, magazines, newspapers and textbooks for information you will expand your reading and develop all-round knowledge. Reading requires you to draw out the main ideas and also involves reviewing the content and developing a general picture that can be stored for future use. When you read for knowledge, you should try to summarize and review (either in your head or by taking brief notes) to make the purpose of reading more fruitful.

? Compare the methods you use to take notes with others in the class. Can you identify more effective methods that will help you in further study?

Truth

One of the philosophical approaches to truth states that it is relative to space and time. This is what is called the relativity of truth and it means there is no absolute or fixed truth. What is believed to be true for a given society may not be true for another. Equally, what is true for a society today, may not remain true tomorrow or thereafter.

The second theory of truth is called the pragmatic theory of truth where truth is measured by its usefulness or utility. What is true is that which is useful for a person, group or even a country. What is false is the reverse of this. This theory rejects the thinking held by the ancient Greek philosophers such as Plato and Aristotle that truth is absolute. This pragmatic theory was developed in the nineteenth and twentieth centuries by American philosophers, namely Charles S. Pierce, William James and John Dewey. They also believed that their theory of truth was dynamic, practical and measurable.

The pragmatic theory of truth resembles some sayings in our own societies, for example, the Amharic saying "Washto Kematalat Washto Mastarek". In different cultures similar sayings could exist. Such a saying measures truth in terms of outcomes. If the outcome is desirable, then the means employed to achieve it are justified.

Developing Reading Habits

Scientific theory differs from these theories of truth in that scientific facts are not relative or measured by utility to individuals or groups. They depend purely on objective facts which remain the same for everyone, all the time.

In small groups think of an example for each theory (relativity of truth, pragmatic theory and scientific theory). Share your ideas with the rest of the class.

CASE STUDY

Book clubs for friends

There was a teacher in a college who used to tell his students that books are the best of friends for they never fail those who like them. He advised his students to form book clubs to keep them united. Taking his advice a group of students established book clubs which met every Saturday afternoon and Sunday morning. They assigned their members to read at least one book every week and present a summary to the rest for discussion. Some of these clubs invited their teacher who had motivated them to establish the clubs, and whenever he met the members he would also present them with suggestions of one or more books that he had read.

The book clubs helped the members develop the habit of reading. Consequently, those same club members are respected in their workplaces because of the maturity and knowledge that they now display.

Discuss ways to develop reading habits and increase knowledge and wisdom.



The donkey library in Hawassa bringing books to the children

REMEMBER

- ❒ The habit of reading is linked to the pursuit of wisdom.
- ❒ Developing reading habits expands the frontiers of knowledge.
- ❒ When you read you should summarise and review to make the purpose of reading fruitful.
- ❒ The relativity of truth is a theory stating that truth is dependent on time and space.
- ❒ The pragmatic theory of truth measures truth in terms of its utility.
- ❒ Scientific truths depend purely on objective facts which remain the same for everyone.

UNIT SUMMARY

This unit is meant to further enrich your understanding about knowledge. You should now know how information and data are essential for developing your knowledge and increasing your wisdom. You will acknowledge the importance of a good reading habit and identify ways that you can develop this further to the benefit of your country and yourself, in your future studies and career.

By understanding some of the theories related to truth you will also realize how information can be determined as true or false.

GLOSSARY

Hypothesis:	A theory or idea that is the basis of research.
Qualitative data:	Information based on personal reflections of a sample group.
Quantitative data:	Information based on facts and figures.
Social utility:	Something that is good for society.

This is the last unit of Grade 12. No questions have been included here as you will now need to revise all the units for your examination. If you have not thought about a strategy for revision, and do not have time to read this book again, focus on the 'Remember' sections at the end of each lesson and read the summaries of each unit.

Good luck.