

# UNIT

# 4

## PUBLIC AGENDA

### Unit outcomes

After studying this unit, you will be able to:

- Participate in combating HIV/AIDS,
- Give examples of violation of children's rights and escaping mechanisms,
- Identify sub-regional organizations, member states and explain the partnership aims of Eastern African organizations.

**Competencies: After studying this lesson, you will be able to:**

- Realize the importance of community solidarity in combating HIV/AIDS.
- Develop positive attitudes on how to live and learn with peoples and their families affected by HIV/AIDS.
- Take responsibility to behave without stigma and discrimination and to give due care and support to people and families affected by HIV/AIDS.

### Key Terms

- ↔ Orphan
- ↔ Stigma
- ↔ Discrimination

### ◆ Combating HIV/AIDS

- What is HIV/AIDS?
- What economic and social problems does HIV/AIDS bring to community?
- How do you protect yourself from HIV/AIDS?

The words HIV and AIDS are names given for a virus and a disease respectively. HIV is a virus which causes a disease called AIDS. In its full name, the epidemic disease is called HIV/AIDS. The virus (HIV) is transmitted in four major ways. These are:

- Sexual intercourse with a person affected by HIV/AIDS.
- Transfusion of infected blood (Transfusion means transferring the blood of one person to another for medical purpose).
- Transmission from mother affected by HIV/AIDS to her child before or after birth.
- Infected blood in or on needles, syringes or other skin piercing instruments.

HIV/AIDS is the epidemic causing high deaths in Ethiopia and other countries of Eastern Africa. It is the source of economic and social problems. It kills young, educated and skilled people. This affects the development of a country. The death of parents disrupts a family life. This creates many orphans or

children without parents. Such children become a burden to their community. They need care and support from their community. In the absence of care and support, the orphans turn to street life. This is again another aspect of social problem. In both cases, the community is the one to be affected. That is why the fight against HIV/AIDS needs active community participation.

### ◆ What Ways are Helpful to Fight Against HIV/AIDS?

There are some diseases which have no vaccine or medical treatment to cure them. For example, cancer and diabetes have no vaccine to cure them. Like cancer and diabetes, HIV/AIDS does not have medical treatment that reduces or slows down the growth of virus in the blood cells. But the best option is taking preventive measures against the epidemics. What preventives measures are there?

The fight against HIV/AIDS must begin from you, individual persons. You have to be careful in order to protect yourself from HIV/AIDS. Care must be taken when establishing sexual relationship. One such care is avoiding unsafe sexual practices. You must recognize that you are the most productive section of your society. Because of this, you must avoid sexual relationships before marriage. People who establish sexual relationship have to be loyal to their partners. They have to limit themselves to only one partner. Using condom is another preventive way.

From the above discussion, three preventive mechanisms can be summarized. One is totally avoiding sexual practice. The second is limiting oneself to only one partner and to be loyal to that partner. The third is using condom. The three mechanisms are generally called the ABC rules. The three letters stand for the three terms that describe each of the preventive mechanisms. Table 4.1 explains the meaning of the ABC rules.

**Table 4.1 The ABC Rules for HIV/AIDS**

<b>A</b>	<b>Abstinence</b>	<b>This means no sex; keep away from the practice of sex</b>
<b>B</b>	<b>Be Faithful</b>	<b>Be loyal to sex partner</b>
<b>C</b>	<b>Condom</b>	<b>Using condom to practice safe sex</b>

The fight against HIV/AIDS includes another important aspect. This is providing care and support for people affected by HIV/AIDS. Children who become orphans due to HIV/AIDS also need a community support. All these need public awareness about the epidemic. This includes knowledge about ways in which HIV/AIDS is transmitted or risk factors associated with HIV infections. People have to know clearly ways in which the epidemic is not transmitted.

- You cannot be infected by living or sitting together or shaking hands with people affected by the virus.
- Kissing, touching, sharing the same toilet rooms and drinking vessels and mosquitoes do not transmit HIV/AIDS.

Lack of knowledge about the nature of the epidemic is the source of stigma and discrimination. So, raising community awareness about the epidemic is important not to stigmatize and discriminate people affected by HIV/AIDS.

As responsible citizens, you are required to provide care and support to families or peoples with HIV/AIDS. The convenient ways of doing this is through the participation in HIV/AIDS clubs. Such can give care and support in an organized and planned way based on local situations. In general, however, you can help in washing household utensils and cleaning houses. You can attend and frequently visit so as to help them fight loneliness.

### ◆ Can You Tell How HIV/AIDS Affects Family Life?

The following case studies are from Uganda and Ethiopia. They are told by women who are affected by HIV/AIDS. They both have lost their husbands. After reading the case studies answer the questions that follow.

#### Case Study

##### Uganda

I was only 19 and newly married, when my son was born. After six months, my husband left us for the neighboring country in search of job. Over the last two years, I have not heard of him. The problem is, however, I learnt that both I and my son have HIV. It was like a death sentence for me. I was deeply worried about my life and the future of my son. I have no job. I do not think my husband can ever return back. Even if he returned, he could no longer be of any use to our family life, since he himself has caught the virus. Everything seemed dark. Thanks to the organization called fire light. It allowed me have a monthly pay. I also obtained a counseling service. I feel now confident and have good hope for the future!

*Source: Google website*

#### Case study

##### Ethiopia

My husband died four years ago. I am left with a ten years old son and 12 years daughter. They are both a grade three students. Two years after the death of my husband, I came to know that I have HIV. But my children are free of it. Until recently, I resisted taking medicine that prolongs life. For most of the times, I was sick. I could not conduct my daily duties properly. Few months ago, I was persuaded to take medicine. My health revived very soon. But our life is very hard. My children attend a private school. Our income comes solely from house rent. Whatever the case, we are living with hope.

*Source: from personal acquaintance*

## Lesson

## 4.1

## Review

**Activity***Questions based on Facts:*

- What is the difference between HIV and AIDS?
- Name the main mechanisms in which HIV/AIDS is transmitted from one person to another.

*Things to do:*

Draw a chart and explain the ABC rules for HIV/AIDS.

**Activity***Exchange ideas on the following questions*

- Tell the differences in the stories told from Ethiopia and Uganda.
- Which part of the story from Ethiopia reminds the need to raise public awareness on HIV/AIDS? Why?
- In which of the two stories is there assistance made to families affected with HIV?

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**Competency:** After studying this lesson, you will be able to:

- Explain the impact of rapid population growth in Eastern Africa.

### Key Terms

- ↔ Malnutrition
- ↔ Less developed
- ↔ Disease
- ↔ Pollute
- ↔ Drought
- ↔ Famine
- ↔ Deforestation

### ◆ Rapid Population Growth

*Debate in a classroom on the following question:*

- Is large size family Advantageous or Disadvantageous? How and Why?

The question of rapid population growth is a source of constant worry in the present world. It is a serious problem particularly in less developed countries of Eastern Africa. Population growth means increase in the number of people in a given locality, country or region. But when we add the word "rapid", it means fast increase in the number of people. Why does rapid increase in the number of people become a source of constant worry? Look at table 4.2. It gives you Ethiopia's population sizes in different years.

**Table 4.2 Ethiopia population**

Year	Size of Ethiopia's Population
1984	42,184,952
1990	51,700,000,
1994	53,764,421
2003	70,678,000
2007	73,918,508
2008	80,713,434

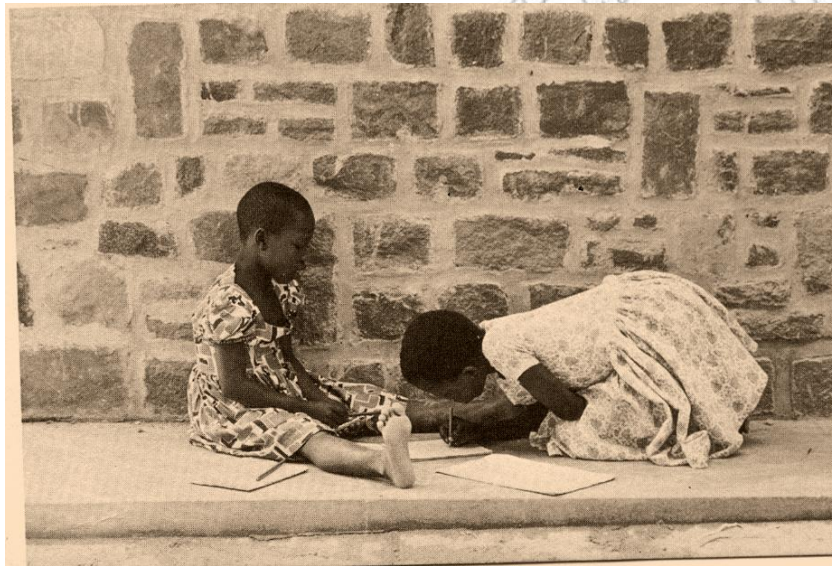
*Source: National Population Censuses of 1984, 1994 and 2007 (G.C)*

The table shows rapid increase in the size of Ethiopia's population in the last twenty-five years. You can see how fast Ethiopia's population was growing. In a span of only twenty-five years, Ethiopia's population has doubled. Was there any increase in the size of our country? Not at all was there any

increase in the resources of our country? The answer is again no! Infact, the resources of our country were the same. That means we were accepting new additional people year after year in the same space and to share the same resources. What does that mean?

Increase in the number of people raises additional demands on various means of life. But means of life does not grow in the same rate as population grows. This is particularly true in the less developed countries. This rapid population growth becomes a source of many difficult questions. How do line following questions related to rapid population growth?

- Will there be sufficient food?
- Will there be enough schools and teachers to give good or quality education?
- Will there be any jobs for increasing number of people?
- Will there be enough housing and adequate medical services for them all?



**Fig. 4.1 No place for children to learn**

**Rapid population growth is the source of several problems. These problems are presented as follows:**

- a) Problem of rapid population growth and food shortage go together. Rapid population growth causes shortage of food. This is because food production doesn't grow in the same rate as population grows. Shortage of food leads to hunger and malnutrition. This in turn causes diseases to spread out.
- b) As human population grows, the need for water also grows. It is difficult to provide fresh and clean water for rapidly growing population. It costs millions of money. Governments in less developed countries do not obtain such a huge amount of money.
- c) People not only drink water, they also pollute it. Cities and rural villages with rapidly growing population are sources of water pollution. They dump daily large amount of waste products into lakes, rivers and oceans.

d) Apart from food and water, people also need space in which to live, work and amuse. In their search for spaces, people cut down forests. Cutting down forests means deforestation. This leads to the destruction of wildlife. The other effect of deforestation is exposing soils to erosion. This in turn leads to drought and famine.

In short, rapid population growth is a serious problem in developing countries of Eastern Africa. What is the solution to the problems of rapid population growth? Two solutions are often suggested. One is to increase the economic capacity of a country to enable it to support its population. The second is to limit rapid population growth. But realizing such solutions is difficult even in well developed countries.

## Lesson

## 4.2

## Review

**Activity****A. Questions based on Facts:**

- What is the effect of population growth on water resources and vegetation?
- How does rapid population growth become a source of soil erosion?

**B. Things to do:**

- Draw a graph showing the size of Ethiopia's population for the years 1984, 1990, 1994, 2003, 2007 and 2008 and explain how it has increased since 1984.





**Competencies:** After studying this lesson, you will be able to:

- Explain what children's basic rights are.
- Discuss how these rights are violated in Ethiopia.

### Key Terms

- ↔ Accident
- ↔ Violation
- ↔ Safety

### ◆ Children's Rights and Their Safety

Why does every community give special attention to children? The reason is that the future of a country depends on the children of today. Every community wants to see better society and country in the future. But the prospect of having better society and country in the future depends on the possible ways you and other children are prepared for tomorrow's responsibility. There are three important possible ways of doing this.

1. Protecting your rights
2. Ensuring your safety
3. Accomplishing your duties and responsibilities

#### ➤ Protecting your rights

You are citizens of your country. You share the rights which are common to all citizens. But as children you also have special rights. The following are your most important basic rights.

- The right to get name and nationality from the time of your birth.
- You have to get opportunities and facilities that enable you to develop physically, mentally and socially.
- You shall enjoy the benefits of social security.
- You have to get free and compulsory primary education.
- Children who are physically, mentally and socially handicapped are entitled to special treatment, education and care.

- You have to get protection against all forms of neglect, cruelty and exploitation. You shall not be admitted to employment before reaching an appropriate age (See Fig 4.2).



**Fig. 4.2 Early labour engagement is one form of children's rights abuse**

Who protects your basic rights? The government of your country is responsible for protecting your rights. It may do this in many ways. The first is giving legal cover to the protection of your rights. In Ethiopia, for example, your rights are declared in the country's constitution. Article 36 of the 1995 constitution of the Federal Democratic Republic of Ethiopia deals with your rights. Can you mention the name of the ministry which is concerned with women, children's and youth affairs? This ministry makes sure that all things related to you are properly handled. They include your rights, education, special treatment of disabled children of your age and a fight against violation of your rights.

There are also international organizations concerned with children's rights of your age. Three of these organizations are the most important. They are called United Nations, UNICEF and UNESCO. Almost all countries of the world are members of the United Nations. This organization has issued a proclamation meant to protect your rights at international level. The proclamation was issued in 1959. It is called United Nations Declaration of the Rights of the Child. The content of the declaration is similar to the ones listed under your basic rights. Many member countries have officially accepted the declaration. They are obliged to ensure the rights decreed in the declaration are respected in their countries. That is why, in Ethiopia, your rights are incorporated in the country's legal document called the constitution.

UNICEF and UNESCO are agencies working under United Nations organization. In particular UNICEF is an international organization entirely concerned with your affairs. UNICEF means United Nations International Children's Emergency Fund. This organization has branches in a number of countries. It works to promote the protection of your rights.

UNESCO is also an abbreviated word. It means United Nations Educational, Scientific and Cultural Organization. This organization works to ensure better education for you, children. Both UNESCO and UNICEF have declarations dealing with your rights. Again the contents are the same as those already discussed. They all work hand in hand with governments of member countries to promote the protection of your rights.

Various kinds of child abuses are committed in eastern Africa. One is child trafficking in order to sell them as house servants or for sexual abuse. There is also abduction which is common in our own country. Below are given two case studies on abuses of children's rights from Ethiopia and Uganda. The case from Uganda is a current issue. But the case from Ethiopia is taken from historical record. They both illustrate various kinds of abuses of children's rights in Eastern Africa in the past or at present. After reading carefully, answer the questions that follow.

### Case Study

#### Uganda

Civil war is causing widespread child abuses in Eastern Africa. At present there is an armed movement fighting against the legitimate Uganda government. This movement is called Lord Resistance Army (LRA). The movement is charged of committing two kinds of child abuses in Uganda. They are sexual abuse of children and employing children as soldiers. As you know, children below the age of 18 shall never be employed even for peaceful jobs. But the cases from Uganda are typical examples of abuses of children's rights. There is an international organization that punishes such criminal acts. This organization is called International Criminal Court (ICC). The ICC has held Joseph Kony, LRA leader, and his top four commanders as responsible for the crimes. So the court has issued arrest warrants for these criminals who hid now in the forests of Congo Democratic Republic.

*Source: Mohamed Salih, "The Grater Horn of Africa" pp. 19-20*

## Case Study

### Ethiopia

Six hundred years ago, there was a famous ruler in one of the states in eastern Ethiopia. He was famed for his justice. Even when his own children violate laws set for the people, he punished them as anybody. There was no consideration of the age a child involved. This was what happened at one occasion. While playing with peers, one of the ruler's children hit and broke the arm of a child smaller than himself. The ruler did not hear of this until sometime afterwards. When he heard the news, he became angry to his officials for concealing the matter from him. He called the injured child's family. He also gathered his officials. Then he ordered his son to be brought before him. The ruler felt that his own son deserved punishment on the principle of "an eye for an eye, a tooth for a tooth." The officials begged the ruler for mercy. The injured child's family also stated that it has no desire for revenge. But the ruler refused to accept all requests for mercy. Instead, he seized his son's arm and broke it with the blow of an iron bar. The boy cried out in pain. All present lamented the boy's hard lot. But the ruler merely says to his son, "Feel now yourself what you made the other boy feel."

*Source: Richard Pankhurst, "The Ethiopian Borderlands." P 59.*

Lesson

4.3

Review

### Activity A

*Discuss on the following questions*

- The presence of peace in a given country can reduce the problem of child abuse. Do you agree or disagree? why?
- What international organization punishes crimes against human or children's rights?
- Tell the typical kinds of child abuses in Uganda.
- Why does employing children as soldiers become a child abuse?
- What is the basic principle in the law practiced in eastern Ethiopia in the past?
- The punishment which the ruler administered on his own son was a child abuse. Do you agree or disagree? Why?
- The ruler was a man of justice. Do you agree or disagree? Why?





## Activity B

### A. Questions based on facts:

- State some of children's (your) basic rights
- Why do physically disabled children need special care?
- What happens to children if they are employed before reaching mature age?
- What is the role of a community in the protection of your rights?
- Describe some of the ways by which your rights are protected.
- Why do societies give special attention to the growth and education of children of your age?

### B. Things to do:

- List names of International Organizations that deal with your rights.
- Write the full name of each of the following organizations:
  - a. UNESCO \_\_\_\_\_  
\_\_\_\_\_
  - b. UNICEF \_\_\_\_\_  
\_\_\_\_\_
- Make further reading and compare and contrast these organizations in group with regard to maintaining your rights and present your findings to your class.

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**Competencies:** After studying this lesson, you will be able to:

- Apply escaping mechanisms of child rights' violation
- Resist peer pressure

### Key Terms

↳ Escape

↳ Strategy

↳ Assertive

↳ Abuse

↳ Pressure

↳ Organ

### ◆ How to Escape from Abuses and Violations

- Do you think the only way out is physical fitness to escape from abuses and violation? If your answer is no, what else can you suggest?

As already stated, there are different organizations responsible for the protection of your rights. However, they have limited human power and resources. This situation doesn't allow them to give cover to the entire body of children of your age in a given country. Because of this, your rights can be violated in different corners and isolated places. The same is true even in urban areas, including capital cities. What should the solution be then? The solution requires active involvement of the community. Everything that happens in social life takes place within the community. It is possible to raise community awareness so as to stand against the violations of your rights.

You yourselves are also responsible for securing your rights. It is true that you are physically weak to protect yourself from abuses. But physical fitness is not always required for protecting your rights. There are different escaping methods (mechanisms). The first thing is to be alert and assertive of situations. Most violators are cheaters. They persuade using what you like to have, such as candy or other objects. Use of peers to persuade you for abusive purpose is also common. Different escaping mechanisms can be applied when you confront such problems. Depending on situations, you can try the following methods (mechanisms):

- ✓ Avoid accepting gifts from someone who is not familiar to you.
- ✓ Inform your parents immediately when you meet strange conditions.
- ✓ Whenever possible report to police or adults when violations occur.
- ✓ Whenever you are asked for hard labour, tell politely that you are not mature enough to do it.
- ✓ Say “no!” to peer pressure.
- ✓ Getting away from risky area also helps escape violations.

In general, the kinds of violations of your rights are many. You have learnt them in the lower grades. Can you recall them? Discuss with your classmates about their present states. You can use your parents and any knowledgeable elder as a source of information.

### ◆ Violations Against Children Rights in Ethiopia

- Where do you think are your rights violated?
- Give example as to how your rights are violated?
- List harmful traditional practices related to violations of children's rights.
- Divide harmful traditional practices into practices related to marriage and child upbringing.
- Prepare a table that shows the two varieties of harmful traditional practices.

Most of the factors for violation of children rights in Ethiopia are related to economic and social backwardness. In economically backward countries most people are poor. As a result, families want to use this child labour to increase their income. This hinders children from going to school. Even those who have already gone to school do not complete their education. They are absent from schools whenever their family requires their labour.

Social backwardness is another source of violation of children rights. In socially backward countries most people are illiterate. Among such societies, there is a problem of harmful traditional practices. In grade five you have learnt about harmful traditional practices. These practices can be divided into two. Those related to marriage and those related to your upbringing. Try to name some of them with the help of your teacher.

There are also other kinds of violations against children rights. One of them is child labour abuse. Both in rural and urban areas, there are wide spread child labour abuses. Poor families allow their children to tend cattle for well to do families. But the payment is unfair. In urban areas also child labour is exploited. Children of your age are hired to do house hold activities, for meager payment.

## Lesson

## 4.4

## Review



### Activity

#### A. Questions based on facts:

- How do you escape from abuses and violation?
- What does active involvement of community mean?
- List the mechanisms that help you escape from abuses and violations.

#### B. Things to do:

##### Group Work:

- Collect information from among your school mates or children of your village on mechanisms used to escape from abuses and violations and present your findings to class.

**Competencies:** After studying this lesson, you will be able to:

- Discuss how to react if something happens.
- Explain how to avoid accidents

### Key Terms

↔ Technology

↔ Fire

↔ Insulator

↔ Electricity

↔ Explosive

↔ Chemical

↔ Poison

### ◆ Accident Prone Practices and Safety Measures

- Are there things that cause accident in your locality?
- How do you avoid such things in order to be safe?

Modern society has many aids in dealing with life situations. There are different products of technology. There are also useful natural things. They reduce the burden of humans. They also make life comfortable for humans. But at the same time, they could also be dangerous. They have the potential to destroy both human life and material resources. Whenever accidents occur, children may be number one victims. There are many sources of accidents both at home and schools. The same is true when traveling between home and school. There are also practices that may cause fatal accident. The most important sources of accident are electricity, poison, fire and explosives. Let us see the nature of these sources of accident and how you protect yourself from the accidents they cause.

### Electricity



**Fig 4.3** Equipment that works with electricity

Electricity is one of the modern technologies. It is a form of energy supplied in the form of electric current through wires for lighting, heating and driving machines. This important technology has the



potential to cause enormous destructions. Copper wires are used to carry electric currents from the source of electricity to a place where it is put into use. All metallic and wet materials, including human body are conductors of electric currents. So it is dangerous to touch uninsulated wires carrying electric currents. They can cause death. You must be careful about electricity. You must not use materials that operate with electricity in the absence of adults. Above all, you have to be careful not to touch bare wires. If in case bare wires are found, adults or responsible persons have to be immediately informed to maintain them.

### Poison

Poison is a chemical substance that causes death or harm if it is swallowed or absorbed into the body. In modern society poisons are manufactured and used for different purposes. They are chemicals which exist in the form of solid, liquid or gas. People use chemicals for various purposes. Chemicals are poisonous when used outside the purposes for which they are made. They cause skin burning, blindness or death. In order to prevent such dangers, instructions are given on their packages or containers. The most common instruction says "keep away from children's reach". You must always respect such instructions and keep yourselves away from poisons and other chemicals.

Moreover, you need to be careful when coming across a poison. You should not try to check whether or not it is a poison either by tasting or touching, or smelling. Nor should you burn it so as to destroy. The smoke may cause a danger. You better ask adults about their elimination. But for most poisons, it is advised to bury them underground. When doing this use gloves or after completing the task wash your hands with soap.

### Fire

Fire is a natural phenomenon. Early humans discovered fire long ago. The discovery of fire had considerably improved the life style of early humans. They used fire for heating, cooking, lighting and above all to chase away dangerous animals. The importance of fire has never diminished since its discovery. Modern society is equipped with more skills than early humans to handle and use fire carefully. But fire is a constant source of



**Fig 4.4. Wild fire**

enormous destructions to life and material resources. What are these dangerous sources of fire?

- Careless tossing of burning match sticks or smokes in a dry bush area. This causes forest fire.
- Keeping easily flammable materials around places where fire is used for domestic purpose. Petroleum products and dry woods are easily flammable materials. They easily catch fire.
- Kerosene burning stoves cause fire in residence and work places.

You must not operate kerosene burners or electrically operated things unless you are matured enough to do so. But if you are accustomed to use them, the following tips may be helpful for their safe use.

- Place the burner on a flat level floor before you lit it up.

- Make sure that it has enough fuel before you lit it up or never pour fuel while the burner is burning. Nor should you pick it up while burning.
- Never try to put off the burner by puffing air on it.
- Instead, reduce the candle clothes to the minimum. It would go off by itself. If not add some water!
- Make sure the burner is in the kitchen rather than in living room. If so, make sure that the room is sufficiently ventilated or open windows or door for few minutes.

This way you can use kerosene burners safely.

In case fire starts, the first step is escaping from its reach. If fire fighting brigade is within reach, it is better to make urgent call. In this case, it is advisable to have addresses of such institutions.

When using electrically operated tools, such as heaters or boilers make sure that

- There are no uninsulated wires,
- No damp or wet around,
- When pulling the plug from sockets, take care. Support the socket with one of your hands and pull plugs with another.

### **Explosives or Mines**

Explosives are products of modern technology. They are also called mines. They have enormous destructive capacities. They are used as weapons of mass killing in wars. Ethiopia and the Horn of Africa were war torn areas in the past. These destructive weapons were widely used. The explosives were carelessly used and handled. Because of this one finds them scattered everywhere both in urban and rural areas. There are a lot of stories about explosion accidents. The victims were mostly children of your age. This is the result of unnecessary curiosity to find out about strange metallic objects. This dangerous act is practiced in a condition that increases casualties. One of your peers would hammer or strike the strange object. Others curiously watch gathering shoulder to shoulder. This is a dangerous practice. You should avoid touching strange objects. When you find one, you have to inform adults immediately.

### **Accomplishing your duties and responsibilities**

- **What are duties?**
- **What are responsibilities?**

You, as citizens of Ethiopia, are entitled to accept certain rules and regulations. Such rules and regulations may be practiced in the community where you live. As part of the community, you have to respect and obey these societal rules and regulations. Besides, you have to respect others' rights in order to get your rights respected by others. You should respect all positive social norms in the community where you live. When you go to school, you come across rules and regulations that you should respect. Thus, you keep yourselves disciplined when you respect these rules and regulations of the school. When,

in due course of time, you get matured, you observe and respect your country's constitution. In general, as citizens, you have to respect the do's and do not's.

## Lesson

## 4.5

## Review

**Activity****A. Questions based on Facts:**

- Explain accident prone practices.
- What are the technology products that cause accidents?
- Explain how you accomplish your duties and responsibilities.
- List the dangerous sources of fire.
- Describe safety measures that you should take before accidents occur in using electricity and kerosene gasses.

**B. Things to do:****Group work:**

Make further readings on accident causing technology products and suggest safety measures you should take and present your findings to class.

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**Competencies:** After studying this lesson, you will be able to:

- Name each sub-regional organizations in Eastern Africa and explain their purposes.
- Indicate the geographical coverage of Eastern African Sub-regional organizations.
- Explain the need for partnership targets.

### Key Terms

↔ Partnership

↔ Initiative

↔ Poverty

↔ Partnership targets

↔ Desertification

↔ Sub-region

### ◆ What do we mean by partnership issues?

Today's world is confronted by vast and complex problems. Some of the problems are specific to each country. But most are shared by peoples of many countries. The task of solving such problems is beyond the ability of a single country. Thus, their solution requires cooperation among countries affected by the problems. The problem could be environmental or natural, or societal related to peace violation. The joint effort to combat these problems or the capacity to deal with problems comes under partnership issues.

### ◆ What common problems do countries of Eastern Africa share?

The countries of Eastern Africa share many things in common. They share boundaries, population, mode of economic life and resources like rivers, lakes, natural vegetation and wildlife. They also share numerous problems. These include conflict, desertification, drought, famine and poverty. The task of finding solutions to such complex problems is beyond the capacity of a single country. The countries of Eastern Africa have to combine their efforts and resources in order to solve the problems. Similar effort is necessary to develop the resources they share. The end result of cooperation on both the problems and issues of development is for the common wellbeing of the peoples of the region. How can such cooperation be realized?

### ◆ Sub-Regional Organizations in Eastern Africa

- What are sub-regional organizations?
- For what purpose are they set up?

There are many ways of dealing with problems and development issues affecting more than one country. One way is forming sub-regional organizations. There are several such sub-regional organizations in Eastern Africa. Many of them are set up for specific purposes. One such organization is called Pastoral and Environmental Network in the Horn of Africa (PENHA). This organization deals with pastoral issues. Another example is an organization set up to enhance trade relationships among the countries of eastern and southern Africa. This organization is called the Common Market for Eastern and Southern Africa (COMESA). There are other sub-regional organizations in Eastern Africa dealing with broader issues of development, security and shared natural resources. Let us see two of such organizations in Eastern Africa.

### **Inter-Governmental Authority for Development (IGAD)**

- **What was the objective of establishing IGAD?**
- **What was the initial name of IGAD?**
- **What is ICPAT?**

IGAD was formed in 1986. At the time of its formation, there was severe drought that affected all countries of Eastern Africa. One of the principal aims of the organization was to tackle the problem of drought. Its name was then Inter-Governmental Authority for Drought and Development (IGADD). Later on, the organization focused on broader issues of development. So it dropped “Drought” from its name. Initially IGAD member countries were six. They were Djibouti, Ethiopia, Kenya, Somalia, Sudan and Uganda. With the admission of Eritrea as an independent state, number of IGAD member countries has become seven. However, Eritrea has recently withdrawn from IGAD. Along with the development issues, the organization is working to promote security in IGAD region. With this aim the organization is launching, at present, a project against terrorism. This project is called IGAD Capacity Building Programme Against Terrorism (ICPAT).

IGAD is a sub-regional organization formed by seven member countries. These countries have their own territories. Their territories, in combination, constitute geographical coverage of IGAD. So geographical coverage of IGAD corresponds to the territories of the seven member countries.

IGAD member countries have come together in order to deal with certain issues of their common interests. The common issue for the IGAD countries is the problem of development. IGAD deals with this problem on the basis of carefully planned aims and objectives. The aims and objectives are targets intended to be achieved. IGAD countries are partners to one another. Their relationship is based on partnership. So the aims and objectives they intend to achieve are called partnership targets. Target is a result one tries to achieve.



**Fig 4.5. Logo of IGAD**

## The Nile Basin Initiative

- Which country is the leading in the contribution of water to the Nile River.

Nile is the longest river in the world. The basin of this river covers the total area of more than three million square miles. This total area is shared among the eleven basin countries of Eastern Africa. They are Ethiopia, Burundi, Eritrea, Uganda, Tanzania, Rwanda, Kenya, Egypt, Northern and Southern Sudan and the Democratic Republic of Congo. These eleven countries are called the Nile Basin Countries (See Fig 4.7).

The Nile basin countries do not contribute an equal amount of water to the Nile. For instance, Egypt doesn't contribute any water to the river. Others' contribution is also very small. But Ethiopia is the most important source of the Nile water. It contributes a total of 86% of the Nile water. The remaining countries contribute only 14% of the water of the Nile.

There has never been equitable use of the Nile River water. Egypt is by far the major consumer of the water. Next to Egypt, Sudan is another country fairly using the Nile waters. But Ethiopia and the other countries are the least users. Since the 1990s, there has been an attempt to change this condition.

This attempt has been carried out through an organization known as Nile Basin Initiative (NBI). Several conferences of the NBI have been made since the 1990s. The latest took place in Egypt in 2009. At this conference a draft agreement regarding equitable and fair utilization of Nile waters was supposed to be signed. But Egypt and Sudan refused to sign the agreement. Subsequently, six countries have signed the agreement which makes it applicable according to the NBI rules.

Members of NBI have formulated vision and common projects. The most important are hydro electric power, water resources management, environmental conservation, capacity building and agricultural training. These are partnership targets for NBI countries.



**Fig 4.6. Logo of NBI**



**Fig. 4.7 Nile Basin Initiative Countries**

#### ◆ East African Community (EAC)

EAC is a regional intergovernmental organization in Eastern Africa. Initially, it was established by the governments of Kenya, Tanzania and Uganda in 1967. It then, included Rwanda and Burundi as members. When founded, EAC was meant to coordinate some of the economic issues and trade activities of the member states. These objectives have been broadened. Its aim is to promote cooperation and integration among member nations in such fields as science and technology, environmental and natural resource management, tourism and wildlife management as well as social and cultural activities. There are, in fact, the partnership targets for EAC countries.

#### ◆ Common Market for Eastern and Southern Africa (COMESA)

COMESA is a broader and more active regional organization than EAC. In its geographical coverage COMESA combines two sub-regions of the continent, namely Eastern and Southern Africa. COMESA was set up in 1993 when nineteen Eastern and Southern African countries signed an agreement in

Kampala, Uganda. These countries, in their alphabetical order are Angola, Burundi, Comoros, Democratic Republic of Congo, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mauritius, Namibia, Rwanda, Seychelles, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. The aim of COMESA is to bring together the resources of member states in order to promote development efforts individually or collectively. Member states wanted to cooperate in such fields as: trade, custom, transport, industry and agriculture.

## Lesson

## 4.6

## Review

**Activity**

Attempt the following activity

**A. Questions based on Facts:**

- List the Nile basin countries.
- Name the two rivers which form the Nile.
- Which countries share membership both in IGAD and Nile Basin Initiative?
- What are partnership targets?
- What differences can you tell between EAC and COMESA?
- What is the objectives of EAC?
- Discuss the aim of COMESA.

**B. Things to do:**

- Draw a chart to show partnership targets of sub-regional organizations of Eastern Africa.
- After class discussion, hang your chart on the wall of your classroom. Your chart could look like the following:

Name of sub-Regional Organization	Partnership Targets

- Draw the sketch map of Africa and show:
  1. IGAD countries
  2. Nile basin initiative countries
- Write the expanded forms of the following organizations:
  1. COMESA \_\_\_\_\_
  2. PENHA \_\_\_\_\_
  3. IGAD \_\_\_\_\_
  4. EAC \_\_\_\_\_





## Summary

- One of the problems confronting the countries of Eastern Africa is the spread of HIV/AIDS. The epidemic is the source of grave economic and social problems. It is causing high deaths in every section of the population. The death of parents leaves behind many orphans. These orphans need community support. The death of skilled people is an economic problem that hampers development. Both problems affect the community as a whole. Thus, the fight against HIV/AIDS requires active community participation.
- Rapid population growth is another source of problem in Eastern Africa. This problem is causing serious food shortage in the region. It is also a source of environmental degradation. Increase in the number of people raises demands on various necessities of life. People need additional space in which to live and work. To satisfy this need trees are cut down. Cutting down trees causes deforestation. This in turn causes destruction to wildlife. It also causes erosion and reduces agricultural productivity. The combined effects of these problems hamper the economic development of the countries of Eastern Africa.
- You are tomorrow's builders of your country. That is why every society gives special attention to you and to other children. This attention is mainly to prepare you for tomorrow's responsibility. One of the ways to make you an able child to accomplish for tomorrow's responsibility is providing you with better education. The other is protecting your rights. This includes ensuring your safety. The task of protecting your rights and ensuring your safety involves many bodies. These include national governments and international organizations. The most important international organizations are United Nations, UNESCO and UNICEF. The protection of your rights and ensuring your safety need active community participation and the involvement of you and other children.
- You should also respect societal rules and regulations and norms as well. You have to respect your country's constitution. You need to obey do's and don't's.
- The countries of Eastern Africa share numerous problems. These include problems of peace and security, development and unfair shares in some of the common natural resources. Finding solutions to such vast and complex problems is beyond the capacity of a single country. Therefore, the solution needs cooperation among all countries facing the problems. One way of cooperation is forming sub-regional organizations that work jointly to tackle the problems. Many sub-regional organizations are formed in Eastern Africa. The most important are IGAD and the Nile Basin Initiative. IGAD deals with broader issues of development in the region. But the Nile Basin Initiative is concerned with fair use of common resources for mutual benefit.

## Glossary

- **Abuses:** Cruel treatments of persons or animals.
- **Accident:** an unpleasant event that happens unexpectedly.
- **Assertive:** expressing opinions or desires strongly with confidence.
- **Charge:** accusation, statement that a person has done wrong.
- **Civil war:** war between two sides in the same country.
- **Chemical:** substance obtained by or used in a chemical process.
- **Conceal:** hide, keep secret.
- **Desertification:** the process of becoming desert.
- **Deserve:** that ought to be, merit, just, be entitled to.
- **Discrimination:** unfair treatment of one person or group.
- **Disease:** illness of the body.
- **Drought:** a long period of time when there is little or no rain.
- **Electricity:** a form of energy.
- **Escape:** the action of getting free from difficult or dangerous situation.
- **Explosive:** easily able or likely to explode.
- **Famine:** lack of food during a long period of time.
- **Fire:** flames, light and heat.
- **Initiative:** a new approach to something; an attempt to resolve a difficulty.
- **Insulator:** device used to prevent heat.
- **Lament:** show great sorrow.
- **Less developed:** not yet well developed.
- **Loneliness:** remain alone, without companions.
- **Malnutrition:** poor condition of health caused by lack of food or lack of the right type of food.
- **Mercy:** holding our self back from punishing, from causing suffering to.
- **Organ:** an official organization that has a special purpose.
- **Orphan:** a child or animal whose parents are dead.
- **Partnership:** the state of being partner in business.
- **Partnership target:** partners' result expected to be achieved.
- **Persuade:** convince, cause somebody to do or stop doing something.
- **Poison:** a substance that causes harm or death.
- **Pollute:** to make something dirty or no longer pure.
- **Poverty:** the state of being poor.
- **Pressure:** strong influence to make somebody do something.
- **Revenge:** deliberate infliction of injury upon the person from whom injury has been received.
- **Safety:** the state of being safe or protected in a region.
- **Stigma:** sign of social unacceptability.
- **Sub-region:** part of a continent.
- **Technology:** the scientific study and use of applied sciences to produce something valuable with the help of machines.
- **Violation:** breaking rules or laws.

## UNIT

## 4

## Review Questions

## I. Write "True" for correct statements and "False" for incorrect statements.

- \_\_\_\_\_ 1. AIDS is the virus that causes a disease called HIV.
- \_\_\_\_\_ 2. Unsafe sexual practices with different persons is one of the preventive measures against the spread of HIV/AIDS.
- \_\_\_\_\_ 3. The fight against HIV/AIDS includes providing care and support to people affected by HIV/AIDS.
- \_\_\_\_\_ 4. You have the right to be free from physical punishment.
- \_\_\_\_\_ 5. Poison could cause damage to human body.

## II. Match the items under column "B" with the corresponding explanations under column "A"

## Column 'A'

- \_\_\_\_\_ 1. Uses the Nile waters more than any other countries.
- \_\_\_\_\_ 2. The cutting down of trees.
- \_\_\_\_\_ 3. Do not transmit HIV/AIDS.
- \_\_\_\_\_ 4. Organization specifically concerned with children's issues.
- \_\_\_\_\_ 5. Natural phenomenon with potential of much destruction.
- \_\_\_\_\_ 6. Contributes the largest amount of waters to the Nile.
- \_\_\_\_\_ 7. Proclaimed the Declaration of the Rights of the Child in 1959

## Column 'B'

- A. Mosquitoes  
B. Ethiopia  
C. United Nations  
D. Egypt  
E. Fire  
F. Deforestation  
G. UNICEF  
H. IGAD  
I. Reforestation  
J. Republic of Cong  
K. Poison

## III. Choose the correct answer and write the letter of your choice in your exercise books.

- \_\_\_\_\_ 1. A sub-regional organization of Eastern Africa is:
- a) African Union                                c) ICPAT  
b) IGAD    d) UNESCO
- \_\_\_\_\_ 2. Instrument of mass destruction mostly used in wars is:
- a) Electricity    c) Explosive  
b) Fire    d) none

\_\_\_\_\_ 3. Modern technology that causes destructive accident is:

- |               |                |
|---------------|----------------|
| a) Pipe water | c) Electricity |
| b) satellite  | d) Computer    |

\_\_\_\_\_ 4. Causes harm or death when taken into body:

- |           |          |
|-----------|----------|
| a) Water  | c) Blood |
| b) Poison | d) Salt  |

**IV. Give short answers to the following questions:**

1. Identify some of the ways in which national government protects your rights.
2. Explain some of the ways in which you can fight against the violations of your rights.
3. Discuss the ways in which the following items cause accident.
  - Electricity
  - Poison

**V. Things to do**

A. Gather information and write a report on the following topic.

“Natural vegetation of your region”

When gathering information try to focus on the following issues:

- The nature of natural vegetation in the past.
- The wildlife that existed at that time.
- Does the wildlife exist today?
- What happened to it?
- What solutions do you suggest to conserve the natural vegetation?

B. Group discussion

1. Identify those issues which may affect everybody in your school or in your village.  
Example: pollution, deforestation, road, drinking water, etc.
2. Discuss the issues for better understanding. It is possible to sort out the issues so as to avoid irrelevant ones.
3. Arrange the issues, giving priority to those that need urgent solution.
4. Suggest solutions that enable you to tackle the issues.

### Check List

*Put a tick (✓) mark in each of the boxes for activities you can perform*

#### I can:

1. Define terms like malnutrition and famine.
2. Describe HIV/AIDS
3. List major ways in which HIV/AIDS is transmitted.
4. Identify mechanisms of the fight against HIV/AIDS.
5. Discuss the economic and social impacts of HIV/AIDS.
6. Explain the impact of rapid population growth on the natural environment of Eastern Africa.
7. Describe basic rights of children.
8. Identify some common violations against children's rights in Ethiopia
9. List organizations responsible for the protection of children's rights.
10. Explain some accident prone practices and mechanisms to escape from dangers.
11. Explain the purposes of sub-regional organizations in Eastern Africa.
12. Discuss partnership targets of sub-regional organization of Eastern Africa.