

UNIT

4

PUBLIC AGENDA

Unit Outcomes

After studying this unit, you will be able to:

- Analyze the socio-economic impact of HIV/AIDS in Africa.
- Verify the effect of the lack of good governance in Africa.
- Identify the geographical coverage and targets of regional organizations of Africa.
- Analyze the impact of rapid population growth in Africa.

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

- Analyze the prevalence and impact of HIV/AIDS in Africa.
- Explain the main consequences of rapid population growth in Africa.
- Write a short report on the impact of rapid population growth in their localities.

Key terms

↔ Discrimination

↔ Epidemic

↔ Impact

↔ Prevalence

↔ Resource

↔ Mortality

↔ Degradation

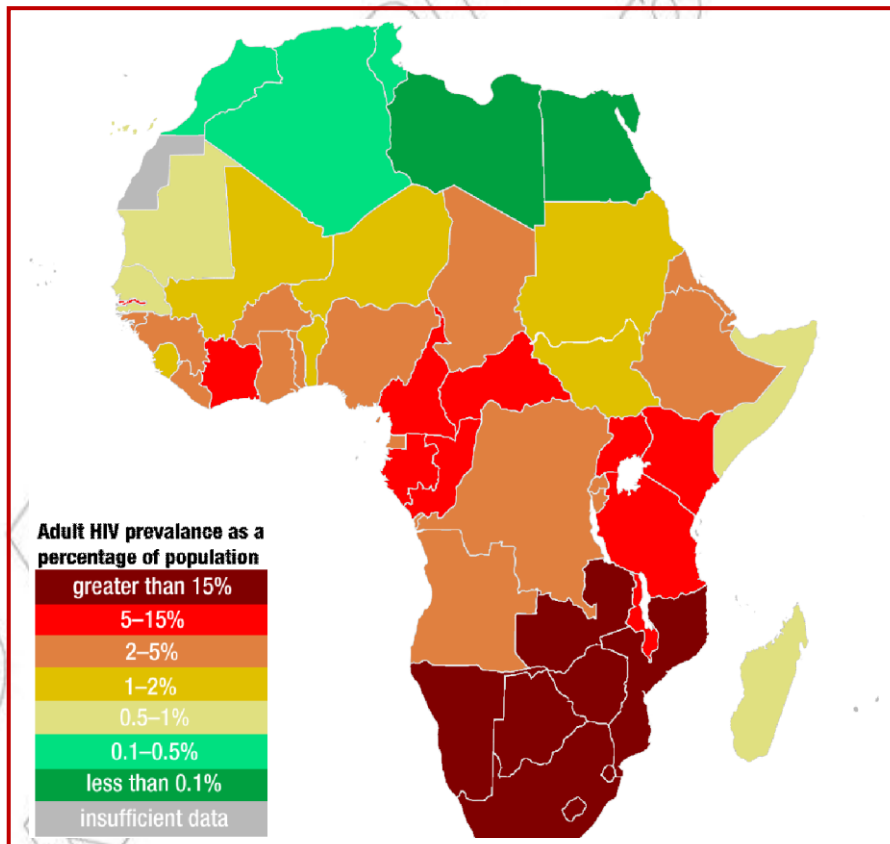


Fig 4.1 Prevalence of HIV AIDS in Africa

4.1.1 Prevalence and Impact of HIV and AIDS in Africa

A. The Prevalence of HIV and AIDS In Africa

- **Students! Have you ever heard about HIV/AIDS? What is it? List out everything that comes to your mind whenever you think about HIV/AIDS.**
- **Why do you think the people of Africa who live south of the Sahara are more heavily affected by HIV/AIDS than any other region of the world? Discuss it.**

The African countries south of the Sahara are more heavily affected by HIV and AIDS than any other region of the world. An estimated 22.4 million people are affected with HIV/AIDS in the region. In 2008, around 1.4 million people died from AIDS in sub-Saharan Africa and 1.9 million people became infected with HIV. Since the beginning of the epidemic, more than 14 million children have lost one or both parents to AIDS. Both HIV prevalence rates and the numbers of people dying from AIDS vary greatly between African countries.

Altogether, there are now 16 countries in which more than one tenth of the adult population aged 15-49 is infected with HIV.

- i) Southern Africa:** In seven countries of the southern part of Africa, at least one adult in five is affected with the virus. In three southern African countries, the national adult HIV prevalence rate now exceeds 20 percent. These countries are Botswana (23.9 percent), Lesotho (23.2 percent) and Swaziland (26.1 percent). In South Africa 19.9 percent of adults are now infected with HIV. With a total of 4.2 million infected people, South Africa has the largest number of people affected with HIV and AIDS in the world. The adult HIV prevalence rate in Zambia and Zimbabwe is 15.2 percent and 15.3 percent respectively.
- ii) West Africa:** has been less affected by HIV and AIDS. But the prevalence rates in some large countries are rising up. Cote d'Ivoire is among the 15 worst-affected countries in the world. In Nigeria, the most populous country in sub-Saharan Africa, is low (3.1 percent) compared to the rest of Africa. In Cameroon HIV prevalence is now estimated at 5.1 percent, and in Gabon it is about 5.9 percent. The prevalence rate in other West African countries remained below 3 percent.
- iii) East Africa:** Infection rate in East Africa was once the highest on the continent. Adult HIV prevalence in East Africa (Uganda, Kenya and Tanzania) exceeds 5 percent. Uganda has brought its prevalence rate down to around 8 percent from a peak of 14 percent in the early 1990's, with strong prevention campaigns. The government of Uganda took active steps to fight its spread through action by the government and other groups of society, including religious leaders and community development organizations. The prevalence rate among adults in Ethiopia has reached 2.1 percent.

In general, rates of new HIV infections in sub-Saharan Africa have increased from time to time. HIV prevalence has remained at an extremely high level.

High prevalence rates of infection exist among teenagers and women in their early 20's in various urban and rural areas in Africa. The rates among teenage girls and especially among women under 25 are beyond belief: more than one woman in five in their early 20's is infected with the virus. A large proportion of them will not live to see their 30th birthday.

The infection rates in young African women are far higher than those in young men. The average rates in teenage girls are over five times higher than those in teenage boys. Among young people in their early 20's, the rates are three times higher in women. This is because girls are more easily infected during sexual intercourse with an infected partner than boys are.

B. The Impact of HIV and AIDS in Africa



Fig 4.2 Africa, hardest hit by AIDS, accounts for more than half of the people, globally, living with HIV and dying of AIDS

Class Discussion

- In Ethiopia, the majority of people affected, with HIV/AIDS are between 15-49 years old. There are more than one million orphans in Ethiopia who lost their parents, due to HIV/AIDS. What kind of impact do you think these problems have on the economic and social development of the country? Discuss this issue in your class.

HIV and AIDS are having a widespread impact on many parts of African people. Two-thirds of all people infected with HIV live in sub-Saharan Africa. This region of Africa contains little more than 10 percent of the world's population. AIDS has caused immense human suffering in the continent. The most obvious effect of this crisis has been illness and death. However, some of the major impact of the AIDS epidemic has been described below.

i. The impact on life expectancy

- **HIV/AIDS epidemic has reduced the average life expectancy in sub-Saharan Africa from 62 to 47. Does this have any impact on the socio-economic development of the countries? Discuss the question in the class.**

In many countries of sub-Saharan Africa, AIDS is destroying the progress made in extending life expectancy. Millions of adults are dying from AIDS while they are still young, or in early middle age. Average life expectancy in sub-Saharan Africa is now 47 years, when it could have been 62 without AIDS.

ii. The impact on households

Case Study

Mr. and his family

Mr. living in South Africa. He suffers from HIV-related illness. As he is the only person who provides the household with income, what would be the impact of his sickness on the other members of the family? Discuss it in class.

The presence of AIDS causes the household to dissolve. When parents die, children are sent to relatives for care and upbringing.

Many families are losing their income earners. Individuals who would provide a household with income are prevented from working if they are ill with AIDS. Such a situation affects every member of the family. Children may be forced to abandon their education and women may be forced to turn to sex work (prostitution).

Poor households with members who are sick from HIV and AIDS are often forced to cut their expenses on basic necessities like food, clothing, electricity and other services. Food shortages have a devastating effect on households where the head of the family died of AIDS epidemic.

iii. The impact on health sector

AIDS epidemic is adding additional pressure on the health sector. As the epidemic develops, the demand for care for those affected with HIV rises.

In sub-Saharan Africa, people with HIV related diseases occupy more than half of all hospital beds. Also, large numbers of health care workers are being directly affected by the epidemic.

iv. The impact on children

As parents and family members become ill, children take on more responsibility to earn an income, produce food, and care for family members.

Often both of the parents are HIV positive in Africa. Consequently, more children have been orphaned by AIDS in Africa than anywhere else. Many children are now raised by their grandparents or left on their own.

v. The impact on the Education Sector

There are numerous ways in which AIDS can affect education. But equally there are many ways in which education can help in controlling and preventing HIV/ AIDS.

A decline in school enrolment is one of the most visible effects of the epidemic. There are numerous barriers to school attendance in Africa. Children may be removed from school to care for parents or family members, or they themselves may be affected with HIV. Many are unable to afford school fees and other such expenses. This is particularly a problem among children who have lost their parents due to AIDS. They often struggle to generate income.

HIV and AIDS are having a devastating effect on teachers. When a teacher falls ill, the class may be taken by another teacher, or may be combined with another class, or may be left untaught. The illness or death of teachers is especially devastating in rural areas. There, schools depend heavily on one or two teachers. Moreover, skilled teachers are not easily replaced. Tanzania has estimated that it needs around 45,000 additional teachers to make up for those who have died or left work because of HIV and AIDS.

vi. The impact on productivity

The HIV and AIDS epidemic has affected labour, which in turn slows down economic activity and social progress. The vast majority of people affected with HIV and AIDS in Africa are between the ages of 15 and 49-in the prime of their working lives. Employers, schools, factories and hospitals have to train other staff to replace those at the work place that become too ill to work because of HIV and AIDS.

vii. The Impact on the Economy

- **Do you think that HIV/AIDS has any impact on the economic situation of Ethiopia?**
- **List down the impact HIV/AIDS has on the economy of Ethiopia. Discuss the question in the class.**

One way in which AIDS affects the economy is by reducing the labour supply through increased mortality and illness. Amongst those who are able to work, productivity is likely to decline as a result of HIV related illness. Government income also declines as tax revenues fall. Governments are pressured to increase their spending to deal with the expanding HIV epidemic.

AIDS also limits the limited ability of African countries to attract industries that make investments in African businesses. HIV and AIDS, therefore, threaten the foundations of economic development in Africa.

AIDS in Africa is linked to many other problems, such as poverty and poor public infrastructures. AIDS is acting as the single greatest barrier to Africa's development. Much wider access to HIV prevention, treatment and care services is urgently needed.

Lesson

4.1

Review

Activity 4.1 A**A. Questions based on facts:**

- Which part of Africa is the most affected region by HIV/AIDS?
- How does HIV/AIDS affect the household?
- How does HIV/AIDS affect the economy?

B. Things to do:

- Develop a chart describing the prevalence of HIV/AIDS in Southern, Western and Eastern Africa.

Group work:

- Collect information about the impact of HIV/AIDS on children and write a short report and present it to the class at a time.

**4.1.2 Consequences of Rapid Population Growth**

- **Some countries have set policies against population increase. Others have policies that support population increase. Raised population growth negatively affects the process of development. Do you agree or disagree? Discuss the issue in the class.**

◆ The Imbalance between Resources and Needs

Rapid population growth contributes for high demand of basic needs of individuals. Yet, in overpopulated areas of the world, there are many people who cannot meet these needs; unmet needs may lead to social unrest, and conflicts among and between nations.

In our discussion, which follows, we will examine the effects of rapid population growth on food supply, natural resources supply, education, health and employment.

A. Effects on food supply

One of the most basic needs threatened by overpopulation is food. Demographers (scientists who study population growth) and many other people worry that the world's food supply will not be able to keep up with the growing population. It is estimated that more than 10 million people die each year because they do not have a good diet. More than 500 million people suffer from malnutrition.

B. Effects on natural resources supply

A growing population puts pressure not only on the food supply but also on the supply of natural resources. If people today use up the resources, it will make problems for the future. Certain natural resources like petroleum are in limited supply.

A more basic resource being threatened is fresh water. Industrialized countries need larger supplies of water for their industries. Many developing countries are also using huge amount of water to develop irrigation for dry lands. However, water has been polluted in many places around the world. For these reasons, many water specialists think that having enough water will be a major problem in the future.

C. Effects on education

- **Do all school-age children in your locality go to school? If the answer is “no”, why? Discuss the question in the class.**

The rapid population growth has resulted in a growing demand for education. Nowadays, the total number of students has increased very greatly. But still there are large numbers of children who do not get the chance to go to school. In many urban centers schools have overcrowded classrooms. To improve this situation, we should invest a large sum of money on building schools, buying educational materials and printing books as well as training teachers. This investment is not affordable for the countries of Africa. Therefore, African countries should take measures to balance their population size with their resources.

D. Effects on health

- **Do people in your locality have easy access to hospitals and health centers? If the answer is “no”, why? Discuss the question in the class.**

Africa is the least developed continent with a poor health status. The majority of the population has low access to modern health services. Relatively, the situation in urban areas is better than rural areas.

Table 4.1 Major Indicators of Health status in sub-Saharan Africa and Ethiopia

Indicators	Sub Saharan African Countries	Ethiopia
Infant Mortality Rate	97/1000	111/1000
Child Mortality Rate	114/1000	161/1000
Maternal Mortality Rate	7/1000	10/1000
Life Expectancy	50	48
Access to safe water	51percent	25percent

Source: Human Development Report

E. Effects on natural environment

- **Do farmers in the nearby locality have enough land for farming? If your answer is “no”, what are the causes of this problem? Discuss the question in the class.**

Rapid population growth causes serious environmental degradation in the country. Some of them include.

- i) **Deforestation:** The high population pressure has led to increasing migration to marginal lands. This in turn has increased deforestation and overgrazing. More and more people would be engaged

in finding other sources of income such as selling firewood and charcoal to towns and cities. This affects ecological balance and results in desertification and drought.


ii) Soil Erosion: High population pressure has led to expansion of land under cultivation, overuse of cultivated land and the cultivation of steep slopes. This has resulted in increased soil erosion and land degradation.

F. Effects on employment: Rapid population growth does not match with job opportunities. This in turn makes the income of individuals very low.

◆ Poverty

- **What do we call the lack of sufficient income to satisfy ones basic needs such as food, clothing and shelter?**

Today, there is a sharp difference in the stage of development among countries of the world. For example, in sub-Saharan Africa, Latin America and parts of Asia, large number of people suffer from absolute poverty. Under this condition, the majority of people could not satisfy their basic necessities such as food, clothing and shelter.



Absolute Poverty is the lack of sufficient income in cash or in kind for basic needs such as food, clothing and shelter.

In the richer countries, securing basic needs is rarely a problem. But in the poorer countries, hunger and starvation are crucial problems.

Some of the reasons for the countries to be less developed include

- Rapid population growth, which eats up resources that can be used for progress.
- Lack of money to be invested in searching for and using reserves for raw materials.
- Lack of money for establishing new industries.
- Insufficient money to develop the infrastructure (roads, ports, railways, etc.) of a country.

Lesson

4.1

Review

Activity 4.1 B**A. Questions based on facts:**

- Mention some of the most important needs of individuals.
- How many people are estimated to die each year because of lack of good diet?
- How does rapid population growth affect education?
- Give two examples of natural resource supply that are affected by rapid population growth.
- What are the reasons for countries to be less developed?

B. Things to do:

Look for references and write a short account on

- Deforestation
- Soil Erosion
- Poverty



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

- Identify the contents of UN convention on the Rights of the child.
- Describe child rights violations which occur in your locality.
- Realize how to protect yourself from child rights violations.
- Give examples and explain the lack of good governance in Africa.
- Write a short report on examples of both good and bad governance in your area.

Key terms

- ↔ Abuse
- ↔ Convention
- ↔ Conscriptio

- ↔ Favoritism
- ↔ Stress

4.2.1 Fighting Child Rights Violations

A. Laws supporting the rights of the child

“If a child is fed, sheltered and sent to school, what else remains to be done?” These are the words usually uttered by some parents. Do you agree or disagree? Discuss it in class.

Child right conventions protect children from cruelty, sexual offences, neglect or exploitation and assure them of some education. Most countries have laws that protect the interests of children.

The minimum age for full employment varies between countries. In some countries, laws prohibit the employment of children less than 13 years of age. Children between the ages of 13 and 15 must not be employed during school hours, or for more than 2 hours a day outside school hours.

Under the Ethiopian Labour Proclamation, the minimum age of employment is 14 years. Persons between 14 and 18 years are employed as “young workers”. The proclamation prohibits “young workers” to be engaged in dangerous works like heavy weight lifting or work connected with electric

power generation or underground work. They are also protected from working after 10:00 p.m. and on holidays.

Most countries require children to attend full time education for a number of years.

People can be punished for all types of cruelty to children, and for selling tobacco and intoxicating liquor to them. Parents and guardians can be punished for neglecting their children.

The **United Nations Convention On the Rights of the Child** was adopted on November 20,1989. The world leaders decided that children needed a special Convention for them, because people under 18 years old often need special care and protection which adults do not.

The Convention sets out these rights in 54 articles. They include the right of children to express their views, the right to freedom of thought, the right to protection from abuse, and the right to a good standard of living.



Fig 4.3 Convention on the rights of the child

The four important principles of the Convention are:

- Non-discrimination;
- Devotion to the best interests of the child;
- The right to life, survival and development; and
- Respect for the views of the child.

Every right stated in the Convention is basic to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care, education, legal, civil and social services.

National governments have agreed to undertake the obligations of the Convention. They have committed themselves to protect and ensure children's rights. They have also agreed to hold themselves accountable for this commitment before the international community.



Fig 4.4 *The Convention on the rights of the child is for all children, regardless of race, colour, sex, ethnic group, social origin or disability. States must protect all children against any form of discrimination.*

The Transitional Government of Ethiopia has endorsed and ratified the Convention on the Rights of the Child on December 9, 1991.

Children are builders of the nation of tomorrow. That is, the future of our country is shaped by the children of today. If we give care and love to children, and if we educate them, then we shall have a better society and country in the future. In addition to their rights as human beings, children have special rights. Some of those Constitutional rights of children are presented as follows:

- Children have the right to freedom of expression; 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 other media of the child's choice (Article 13).
- Children have the right to have all appropriate legislative, administrative, social and educational measures to be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child (Article 19).
- Children have the right not to perform any work that is likely to be harmful to their health, or physical, mental, spiritual, moral or social development. (Article 32).
- Children have the right to be free from corporal or physical punishment. Cruel or inhuman treatment of children is violations of the rights of children (Article 37).

Child abuse is a term that generally refers to mistreatment of a child by a parent or another adult. There is no standard definition of child abuse, however. A narrow definition includes physical violence, like severe beatings, burns, and strangulation. A broader definition includes neglect, sexual or emotional abuse and exploitation.

Today, many experts believe that child abuse is widespread. Some parents regard physical punishment as a reasonable way of changing children's behaviour. Thus, adults who hurt children sometimes only think to correct them and do not understand how easily children can be injured.

Another cause of child abuse is stress. Parents, who are unemployed, very isolated, or under great stress are more likely to abuse their children than parents who do not have such problems. Children who are difficult to care for, such as premature infants and handicapped children, create more stress to parents. Thus, such children are more likely to be abused than other children.

Case study

A story of a young girl

A girl at the age of 15 was raped by a group of five youngsters while she was sleeping on a street at night. Though she made efforts to resist the situation, she was beaten and physically hurt in addition to undergoing forced sexual abuse. Consequently, she became ill and psychologically despaired. She said "I wish I were dead for I could see no purpose in life".

What do you understand from this story? Discuss.

◆ Escaping Mechanisms

The problem of sexual abuse has received much attention in newspapers and on television. Children are warned not to let people, even family members, touch them in ways that make them feel uncomfortable. Children are also instructed to tell a trusted adult if they are sexually abused. Children should be encouraged to discuss anything that bothers them with a trustworthy adult.

People all over the world have realized that child abuse is a big problem. One solution to the growing problem of child abuse is preventing family members from becoming so isolated or stressed. Parent support groups and other professional services can help relieve many of the stresses that lead to abuse. The International Society for Prevention of Child Abuse and Neglect was founded in 1977. It has members in 32 countries and aims to prevent cruelty to children in every nation.

Child Labour is the employment of children as wage earners. It became a serious social problem during the Industrial Revolution in Great Britain during the 1700's. The problem spread to other countries as they became industrialized. The problem arose when children, many below the age of 10, were employed in factories and mines. The children were forced to work long hours under dangerous and unhealthy conditions, and their wages were very small.

Social reformers began to condemn child labour practices because of their destructive effect on the health and welfare of children. The most effective attack on the evils of child labour may have come from Charles Dickens novel “Oliver Twist” (1837-1839). The book was widely read in Britain and throughout the world, and drew attention to the suffering of children.

Gradually, countries passed laws to correct the abuses of child labour. But child labour is still a problem. Millions of children work illegally in industrialized and developing countries under terrible conditions. In developing countries, the children may work as wage earners in factories, or mines, or even by themselves as traders.

Some children work with their parents contributing to the family income. Other children may work by themselves because their parents are dead, disabled, or not able to get work.

Some children are forced to work in early ages as a result of poverty. In African rural communities children tend livestock, gather crops, fetch water, carry firewood and participate in other activities of the family.

In urban communities, children work for survival of their families. Some children are engaged in selling cigarettes, newspapers and also preparing foods, along streets. They also shine shoes and provide domestic services. In some cases, the child may be the main bread winner of the family. Thus, in urban communities children are forced to work as a result of poverty.

The governments of most developing countries have laws prohibiting the employment of children. However, they lack the money to enforce these laws. Also, poverty in most developing countries means that many parents need the additional help of their children for the family to survive.



Fig 4.5 Children must be protected against hard labour

Lesson

4.2

Review

**Activity 4.2 A****A. Questions based on facts:**

- Why did the world leaders decide to have a Convention on the Rights of Children?
- When was the Convention on the Rights of Children adopted?
- How many articles does the Convention have?
- Explain the four important principles of the Convention.
- When did the Transitional Government of Ethiopia endorse the Convention?
- Describe Child Abuse.
- Explain Child Labour in Africa.

B. Things to do:

Look for some children in your locality who are forced to work in early ages as a result of poverty and write a short account about them.

4.2.2 Example of the Lack of Good Governance in Africa

- **What does lack of good governance mean? Forward your ideas and discuss it in the class.**

Good governance is a type of governance where sovereign power is in the hands of the people. In this kind of democratic government, authorities would respect the people. The power of such a democratic government is limited by law. A democratic government with limited power is accountable and transparent to the people.

- i) Accountability:** means that the representatives of the people should make decisions that reflect the interests of the people. The representatives are also responsible to the people. Finally, the representatives are responsible to their actions individually or collectively. If the officials perform unjust acts, they know they will take responsibilities for those acts.
- ii) Transparency:** refers to the idea that the actions and decisions of the government and its officials should be clearly known to the people. The people must know the important decisions of their government and why they are made. People and the media must be allowed to get information about the activities of the government.

On the other hand, if there is no limitation upon the power of the government, that government is unlimited government. Governments with unlimited power are not democratic governments. They lack good governance. Unlimited governments do not recognize nor respect human rights.

In unlimited governments, power is concentrated in the hands of one person or a small group of officials. People who live under unlimited government do not have an effective way to limit the power of their rulers. There is no effective control over the power of the rulers.

Ethiopia has been ruled for a long period of time by governments with unlimited power. From the 1930's up to the 1970's, Ethiopia had been ruled by absolute monarchy. **Absolute monarchy** is a form of government where the power of the king is not limited by law. In absolute monarchy, one person (the king) is the sovereign. There is no rule of law but rule of men. Power is unlimited and at the same time concentrated in one man, that is, the monarch or the king. In absolute monarchy, the king was

- supreme law maker;
- chief administrator;
- supreme law giver and judge; and
- the commander-in-chief of the national army.

This tells you that power was concentrated in one man-the king. There was no division of power in the state. In absolute monarchy, popular participation was absent. Human rights, were not recognized and respected. People were required to obey the king without any opposition, even if the king was bad. Whatever the king performed was considered to be correct.

Ask your teacher

- **how and when the Derg came to power,**
- **what the red terror is and how it happened.**

From the mid-1970's to the early 1990's, Ethiopia had also been ruled by the military government called the Derg. The **Derg** ruled Ethiopia with an iron fist. It was a rule by terror and violence. The power of Derg government was unlimited. There was no division of power. Power was concentrated in the hand of few political leaders. Under the Derg government, Ethiopia was a totalitarian state. Under totalitarianism, there was total subordination of all possible oppositions. This was against the basic rights and freedoms of citizens. Citizens lacked good governance, and also peaceful and stable life.

In addition, absence of rule of law or lack of good governance means unlimited government power. And unlimited power puts the rights and freedoms of citizens in danger.

In addition, absence of rule of law or lack of good governance results in the prevalence of corruption and civil war.

A. Corruption

- **Have you heard of any examples of corruption on the news? Suggest one example and discuss on it.**

i. Corruption is the misuse of public power for private gain. It is a dishonest behavior. Since corruption is a serious problem in the world, all countries are fighting it. Corruption is an obstacle to the development efforts of a nation. Corrupt officials act dishonestly or illegally in return for money or personal gains.

ii. Forms of corruption

There are many forms of corruption. But the following are the most common forms of corruption.

- a. Seeking or receiving bribe;
- b. Delaying decisions, cases,.....;and
- c. Favouritism

a. Seeking or receiving bribe

Case study

Critical thinking

Suppose that you want an ID card from your Kebele. You applied for request of ID. But you are given an appointment every time you go to the office. Finally, you were told that unless you pay 50 Birr to the chief administrator, you couldn't get the ID card.

What would you do?

Corruption can take the form of receiving bribe from individuals, groups or business organizations. In a corrupt society, government officials at all levels may seek and receive bribe from individuals groups or business organizations who want to have cases to be seen or decided. These officials pass inappropriate decisions having received the bribe. They inappropriately collect money. Bribe, while enriching the officials, impoverishes citizens as well as the country at large. Bribe is costing Africa many billion dollars a year. It increases the cost of goods by as much as 20 percent and can block investment. Senior government officials and private sector officials have been accused of bribery in government contracts.

b. Delaying decisions, cases or actions or anything that should be done for individual citizens, groups or organizations is another form of corruption

Government officials are assumed to be the agents of people. They should serve the people. They should pass decisions, formulate laws and administer programmes according to the interests of the people. But if the officials are corrupt, they will not keep the interests of the people. They will delay people's interests or totally ignore popular interests and demand. By lengthening bureaucratic process, corrupt officials create serious obstacles to the day to day activities of citizens and the government itself. Corruption erodes the confidence that the public has in the government. Corruption is dangerous to national security and order.

c. Favouritism

Favoritism is the practice of denying people of fair and equal opportunities and advantages. If an official gives unfair advantages to individuals who belong to his family, kinship, clan, tribe, religion, language or locality, that official is doing corruption. We know that all human beings are equal and should have equal opportunities and access to everything: to education, job, health care, national resources, political position, etc. Discriminating people on the basis of sex, language, religion, birth, status, ethnicity, colour or any other ground is corruption.

These are the possible forms of corruption. These may not be all. There may be other forms of corruption. You are expected to list some of them.



Fig 4.6 A movement to fight corruption

B. Civil war

It has been mentioned above that good governance is a sort of governance where a person's human and democratic rights are recognized and respected. It is a type of governance which avoids discrimination and oppression from the country. It is a type of governance where equality and freedom of citizens exist.

In the past, there was no good governance in Ethiopia. For instance, in the time of the monarchy human and democratic rights were not recognized and respected. There was clear domination of the feudal nobility over the great majority of the peasantry.

Similarly, the military government ruled Ethiopia with an iron fist oppressing all the people under its dictatorship. As a result, Ethiopia had been engaged in a deadly civil war for almost seventeen years. In the time of the civil war, there was widespread resistance to conscription.

Therefore, lack of good governance brought about instability and civil war. Instability and civil war in Ethiopia consumed human and material resources. It damaged infrastructure and intensified underdevelopment and backwardness. Civil war in Ethiopia resulted in population displacement. It blocked domestic and foreign investments. In general, lack of good governance in Ethiopia has resulted in lawlessness, disorder, conflict, instability and destruction of human and material resource. On the other hand, the prevalence of good governance in the country is essential to establish and consolidate democracy, peace and stability that contribute a lot to economic development.

Lesson

4.2

Review

**Activity 4.2 B****A. Questions based on facts:**

- What are the important characteristics of good governance?
- What would happen where there is no good governance?
- Explain what transparency means.
- Describe accountability.
- Describe an unlimited power of the government.

C. Things to do:

- Look for references and write a short account on the similarities and differences between the absolute monarchy and the Derg regime.
- Write down all you know about the cause and effect of a civil war and present it in the class for discussion.

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

- Name African regional organizations.
- Identify member states of African regional organizations.
- Realize the partnership targets of African regional organizations.
- Discuss the formation of OAU and its transformation to AU.

Key terms

↔ Co-operation

↔ Initiative

↔ Integration

↔ Council

↔ Partnership

◆ Major Regional Organizations

What is the first thing that comes to your mind when you hear or read the words “COMESA, ECOWAS, SADC, Nile Basin Initiative, AU and OAU?”

1. COMESA

- **What is COMESA? What do you understand by a common market?**
- **What do you think the main focus of COMESA is?**

The history of the Common Market for Eastern and Southern Africa (COMESA) began in December 1994. It was formed to replace the former Preferential Trade Area (PTA) which had existed from the earlier days of 1981. The headquarter is in Lusaka, Zambia. COMESA was established "as an organization of free independent sovereign states who have agreed to co-operate in developing their natural and human resources for the good of all their people". It has a wide-ranging series of objectives. It includes the promotion of peace and security in the region.



Fig. 4.7 COMESA

However, its main focus is on the formation of a large economic and trading unit. This unit is capable of overcoming some of the barriers that are faced by individual states.

COMESA's current strategy can be summed up in the phrase "economic prosperity through regional integration". With its 21 member states, COMESA forms a major market place for both internal and external trading.

Member Countries

- | | |
|------------------|----------------|
| 1. Angola | 12. Mauritius |
| 2. Burundi | 13. Namibia |
| 3. Comoros | 14. Rwanda |
| 4. D.R. of Congo | 15. Seychelles |
| 5. Djibouti | 16. Sudan |
| 6. Egypt | 17. Swaziland |
| 7. Eritrea | 18. Tanzania |
| 8. Ethiopia | 19. Uganda |
| 9. Kenya | 20. Zambia |
| 10. Madagascar | 21. Zimbabwe |
| 11. Malawi | |

COMESA Institutions

- **What kinds of institutions have direct relation with trade? Give examples.**

Several institutions have been created to promote sub-regional co-operation and development. These include:

- The COMESA Trade and Development Bank in Nairobi, Kenya.
- The COMESA Clearing Homes in Harare, Zimbabwe.
- The COMESA Association of Commercial Banks in Harare, Zimbabwe.
- The COMESA Leather Institute in Ethiopia.
- The COMESA Re- Insurance Company in Nairobi, Kenya.

In addition, a Court of Justice was also established under COMESA Treaty and became formally operational in 1998. Ethiopia had a great role in the establishment of first PTA and then COMESA since the 1960's.

Partnership target for COMESA

COMESA offers its members and partners a wide range of benefits. These include:

- A wider, harmonized and more competitive market.
- Greater industrial productivity and competitiveness.
- Increased agricultural production and food security.

- A more rational exploitation of natural resources.
- More harmonized monetary, banking and financial policies.
- More reliable transport and communications infrastructure.

2. ECOWAS

Group Discussion

- Why do you think different African countries form different economic communities? Discuss the question in the class.

The Economic Community of West African States (ECOWAS) is a regional group of fifteen West African countries. It was founded on May 28, 1975, with the signing of the Treaty of Lagos. Its mission is to promote economic integration. In 1976 Cape Verde joined ECOWAS, and in December 2000 Mauritania withdrew.



Fig. 4.8 ECOWAS

Member States

- | | |
|------------------|------------------|
| 1. Benin | 9. Liberia |
| 2. Burkina Faso | 10. Mali |
| 3. Cape Verde | 11. Niger |
| 4. Cote d'Ivoire | 12. Nigeria |
| 5. Gambia | 13. Senegal |
| 6. Ghana | 14. Sierra Leone |
| 7. Guinea | 15. Togo |
| 8. Guinea Bissau | |

Partnership target for ECOWAS

ECOWAS was founded to achieve "collective self-sufficiency" for the member states by means of economic and monetary union. It created a single large trading block. Its two main institutions to implement policies are the ECOWAS Secretariat and the Fund for Cooperation, Compensation and Development. The ECOWAS Fund was transformed into the ECOWAS Bank for Investment and Development in 2001.

ECOWAS is one of the pillars of the African Economic Community. The current (2011) chairman is President Goodluck Jonathan of Nigeria.

ECOWAS operates officially in three different but equally used languages – English, French and Portuguese.

The **ECOWAS** nations have signed a non-aggression agreement in 1990. They also signed an agreement of Mutual Defense Assistance in Freetown, Sierra Leone, on May 29, 1981, It provided for the establishment of an Allied Armed Force of the Community. The Economic Community of West African States Monitoring Group (ECOMOG) is a military force formed by member states of ECOWAS from units of their national armed forces.

3. SADC

- **What do we mean by inter-governmental organization?**
 - **What advantage do African states get by forming different economic communities?**
- Discuss it in the class.**

The Southern African Development Community (SADC) is an inter-governmental organization. Its headquarters is in Gaborone, Botswana. Its goal is to further socio-economic cooperation and integration. Its aim is also to form political and security cooperation among fifteen Southern African States. It complements the role of African Union.



Fig.4.9 SADC

Partnership target for SADC

The forerunner of the socio - economic cooperation of today's SADC was the Southern African Development Coordination Conference (SADCC). SADCC was transformed into SADC on 17 August 1992. SADC was established by the Windhoek Declaration and Treaty. The 1992 SADC provided for both socio-economic cooperation and political and security cooperation.

In 2008, the SADC agreed to establish a free trade zone with the East African Community (EAC) and the Common Market of Eastern and Southern Africa. (COMESA).

◆ Member States

SADC has 15 member states, namely:

1. **Angola**
2. **Botswana**
3. **Democratic Republic of Congo (since 8 September 1997)**
4. **Lesotho**
5. **Malawi**
6. **Mauritius (since independence – 28 August 1995)**
7. **Mozambique**
8. **Namibia (since independence -31 March 1990)**
9. **Swaziland**

10. Tanzania**11. Zambia****12. Zimbabwe****13. South Africa (since 30 August 1994)****14. Seychelles (1st from 8 September 1997 until July 2004 and then joined again in 2008)****15. Madagascar was suspended after the coup d'état led by the former mayor of Antananarivo (Capital of Madagascar) Andry Rajoelina.****4. Nile Basin Initiative*****Discuss the following questions***

- **Which countries use most of the waters of the Abay, Tekeze, Baro and Akobo rivers? Why?**
- **Do you think that Ethiopia has the right to use as much water as possible from its international rivers? why?**
- **The Nile River is known as the “Life blood” of Egypt, discuss.**

The Nile Basin Initiative (NBI) is a partnership among the Nile riparian (of a river) states. The NBI began with a dialogue among the riparian states. It was formally launched in February 1999 by the water ministers of ten countries that share the river. These are: Egypt, Sudan, Ethiopia, Uganda, Kenya, Tanzania, Burundi, Rwanda, Democratic Republic of Congo and Eritrea. Eritrea which shares only a very small portion of the Nile Basin, is not participating actively in the Initiative.



Fig.4.10 Nile Basin Initiative

Partnership target for Nile Basin Initiative

The Nile Basin Initiative (NBI) riparian states want to develop the river in a cooperative manner, share socio-economic benefits and promote regional peace and security.

From its beginning the NBI has been supported by the World Bank and by other external partners.

The following projects are developing under the Nile Basin Initiative since early 2008.

- a) The regional Watershed Management Project aims to establish continuous management of watersheds on the Tekeze, Atbara, Mareb, Abbay (Blue Nile) and Baro (Akobo/Sobat) rivers in Ethiopia and Sudan.
- b) The Ethiopian Power Export Project will connect the power lines of Ethiopia and Sudan. It aims to overcome the electricity shortage in both countries.
- c) The Regional Irrigation and Drainage project aims to develop and expand irrigated agriculture and improve the productivity of agriculture through efficient use of water.

◆ The Founding of the OAU

The Organization of African Unity was founded on 25 May 1963 in Addis Ababa. The Charter of the organization was signed by 31 independent African states. New independent states later joined the organization.



Fig 4.11 OAU Flag

◆ The Aims/Goals of the OAU

Do you think that all the stated aims/goals of the OAU have been respected by member states? Discuss the question in the class.

Aims

- To promote the unity and solidarity of the African States,
- To coordinate and intensify their cooperation and efforts to achieve a better life for the people of Africa,
- To defend their sovereignty, territorial integrity and independence,
- To eradicate all forms of colonialism from Africa,
- To promote international cooperation with due regard to the Charter of the United Nations and the Universal Declaration of Human Rights.

◆ The Principal Organs of the OAU

- **The Assembly of the Heads of States and Government:** This was the highest organ and it met, at least once a year.
- **The Council of Ministers:** It consisted of the Foreign Ministers of member states. It met twice a year and prepared agendas for the annual meetings of the Heads of States and Governments.
- **The General Secretariat:** It was the most important organ it did most of the work of the OAU. The office of the General Secretariat was located in Addis Ababa. The first General Secretary of the OAU was a Guinean, named Diallo Telli.
- **The OAU also had various commissions set up to deal** with the social, economic, educational, health and nutritional problems of Africa.

The performance of the OAU, especially during its early years, showed both successes and failures.

◆ Successes of the OAU

- **What were some of the political and socio-economic achievements of African states? Discuss the question in the class.**

- Through its Committee for Liberation, the OAU assisted the liberation movement of non independent nations. At present, all of Africa is independent from colonialism.
- At the United Nations, African states often took a united stand on several issues.
- It had attempted to make peace in several conflicts; for example, between Somalia and Ethiopia, Morocco and Nigeria, Rwanda and the Great Lakes and in the struggle against Apartheid in South Africa, it gained some successes.
- One of its basic aims was to bring about cooperation among states for economic development. So consequently, regional organizations have been set up: for example, ECOWAS, COMESA, IGAD.

◆ Failures of the OAU

- **What were some of the major problems of African states?**
 - **How did they try to overcome these problems?**
- Discuss the questions in the class.**

The OAU had failed to achieve some of its goals like becoming self-sufficient in food production, establishing an African monetary fund, etc. Africa has continued to depend on the developed countries in terms of finance as well as food. The OAU was unable to end civil wars in Ethiopia (1970s- 1990s), Chad, Nigeria, Angola and Sudan. It was even unable to stop wars between member states like Ethiopia and Somalia in 1977-78, and Uganda and Tanzania in 1978-79. The OAU had also failed to solve the refugee problems. The problems had continued to grow due to civil wars and other political reasons.

Factors responsible for failures of the OAU include:

- Differences of opinion among member states.
- Differences of attitude towards the ex- colonial powers and the structure of the OAU.
- Differences in language: English, French, Portuguese, Spanish and Arabic are mainly spoken by the peoples of the continent.
- Many states are members of other non–African organizations. In North Africa many states belong to the Arab League.
- Independence was followed by ethnic and border conflicts, one party rule, military coup d'etats and foreign interference in Africa. The overall effects of these were political instability and economic and social backwardness.

Thus, the OAU has failed to solve these outstanding problems.

To overcome all these problems and to speed up African political and economic integration, the African Union (AU) was established in 2002.

◆ African Union (AU)

Why do you think the OAU was transformed into AU? Discuss the question in class.

In September 1999, an extraordinary OAU summit was called and held in Sirte, Libya by invitation from the Libyan leader Moammar Gaddafi. This meeting was intended to improve the OAU Charter in order to increase its efficiency and effectiveness.

Thus, on 5 September 1999, the Sirte Declaration called for the establishment of the African Union (AU). The declaration was followed by the highest meetings at Lome, Togo, in 2000 and Lusaka, Zambia in 2001.

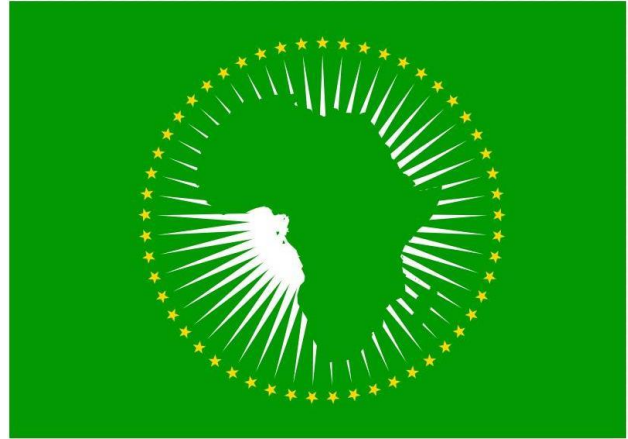


Fig 4.12 AU Flag

The African Union officially started on 9 July 2002, in Durban, South Africa. Its first President, was South Africa's leader Thabo Mbeki. This was the first session of the Assembly of the African Union and the last session of the OAU.

The African Union is not basically different from the OAU. It is a natural development of the OAU into a higher level of integration. It had four solid bases: the establishment of Pan- Africa Parliament, the Peace and Security Council, African Court of Justice and Human Right, the African Monetary Fund and the African Investment Bank. The office of the general secretariat is located in Addis Ababa.

The vision of the African Union is to see an integrated, prosperous and peaceful Africa driven by its own citizens.



Fig 4.13 AU Headquarters in Addis Ababa

Lesson

4.3

Review

**Activity 4.3 A****A. Questions based on facts:**

- Which organization was succeeded by COMESA?
- Explain the main focus of COMESA.
- What is the mission of ECOWAS?
- Point out the working languages of ECOWAS.
- Explain how, when and where SADC was formed.
- List down member states of SADC
- List down member states of NBI

B. Things to do:

- Look for references and write a short report on how the OAU was transformed into AU.

Summary

- The first lesson which you have learned in this unit is about the prevalence and impact of HIV/AIDS. HIV/AIDS is a global threat. Its distribution and impact is higher in Africa especially in Sub-Saharan Africa, than anywhere else. It has social, economic, demographic and political impacts. It has no curative medicine but only preventive methods. Hence, everyone has great responsibility to save the human race from destruction by taking care of oneself and one's own family as well as fellow citizens.
- When population increases rapidly, the demand for food supply, health, educational facilities and job opportunities increases. The rapid population growth has resulted in greater food shortage, in a growing demand for education, low access to modern health services and serious environmental degradation such as deforestation and soil erosion.
- Child rights violations include cruelty, sexual offences, neglect and exploitations. However, children's laws protect children from such violations. People can be punished for all types of cruelty to children. Parents and guardians can also be punished for neglecting their children. The United Nations Convention on the Rights of the Child was adopted to protect the right of children to express their views, the right to freedom of thought, the right to protection from abuse and the right to a good standard of living.
- Lack of good governance is a type of governance where the sovereign power is in the hands of dictators. In this kind of government, authorities would not respect and adhere to the people and exercise just full acts. Besides, in this kind of government there would be no accountability and transparency.
- The major African regional organizations include COMESA, ECOWAS, SADC and NBI. Each of these regional organizations has its own individual aims and purposes. The main focus is on the formation of a large economic development unit. This unit is capable of overcoming the major problems of the sub-region. The founding of the OAU goes back to May 25, 1963, at Addis Ababa. The Charter of the OAU was signed by 31 independent African states. The OAU had four major organs. The aims of the OAU included, promoting the unity of the states, coordinating their cooperation, defending their sovereignty, eradicating colonialism and promoting international cooperation. The OAU initiatives paved the way for the birth of African Union (AU). In order to quicken the process of economic and political integration in the continent, AU was officially declared at the conference held in Durban, South Africa in 2002.

Glossary

- **Abuse:** make a bad or wrong use of something.
- **Conscription:** compelling by law to serve in the armed forces.
- **Convention:** agreement between states, rulers, etc.
- **Cooperation:** working or acting together for a common purpose.
- **Council:** group of persons appointed, elected, or chosen to give advice, make rules and carry out.
- **Degradation:** falling to a lower position.
- **Discrimination:** making a difference between persons.
- **Epidemic (disease):** wide spread among many people in the same place for a time.
- **Favoritism:** practice of favoring persons unequally.
- **Headquarters:** place from which operations are controlled.
- **Impact:** striking with force.
- **Initiative:** first or introductory step or more.
- **Integration:** combining into a whole.
- **Mortality:** state of being mortal (which must die).
- **Partnership:** taking part with another or others in some activity, plan, manage affairs etc.
- **Prevalence:** common, seen or done every where.
- **Resources:** wealth supplies of goods, raw materials, etc.
- **Stress:** pressure condition sensing hardship, etc.

UNIT 4

Review Questions

I. True or false

Directions: Write "True" if the statement is correct and "False" if the statement is incorrect in the space provided in front of each statement.

- _____ 1. In Ethiopia, the majority of the HIV/AIDS victims are between 15 and 49 years old.
- _____ 2. In Africa, access to modern health services in urban areas is better than rural areas.
- _____ 3. Children have the right only to be free from corporal punishment.
- _____ 4. Using public property for one's own personal interest is not corruption.
- _____ 5. The OAU is a natural development of the AU into a higher level of integration.

II. Matching

Direction: The terms under column "B" are described by the statements under column "A". On your paper, write the letter of the correct term next to the number of the statement it matches;

Column "A"

- _____ 1. HIV/AIDS
- _____ 2. Poverty
- _____ 3. Non-discrimination
- _____ 4. Accountability
- _____ 5. PTA

Column "B"

- a) Population policy
- b) The later COMESA
- c) Good Governance
- d) Curable
- e) Principle of the Child Rights Convention
- f) Lack of basic needs
- g) Barrier to development
- h) Child right violation
- i) ECOWAS
- j) SADC

III. Multiple choice

Direction: Answer the following questions by choosing the best possible answer from the given four alternatives.

- _____ 1. Ethiopia is one of the founding members of
- a) ECOWAS
- b) World Trade Organization
- c) OAU/AU
- d) Arab League
- _____ 2. Which of the following institutions was established by COMESA in Ethiopia?
- a) Leather Institution
- b) Clearing House
- c) Trade and Development Bank
- d) Court of Justice

- _____ 3. The first Secretary General of the OAU was
- | | |
|--------------------|-----------------|
| a) Haile Sellassie | c) Diallo Telli |
| b) Kwame Nkrumah | d) Koffi Anan |
- _____ 4. Which of the following is a major problem for African States?
- | | |
|------------|-------------|
| a) Drought | c) HIV/AIDS |
| b) Famine | d) All |
- _____ 5. HIV/AIDS attacks mainly the adult population aged _____ in Africa.
- | | |
|----------------|----------------|
| a) 15-49 years | c) 18-49 years |
| b) 25-50 years | d) 30-60 years |

I. Fill in the blank space with the correct word or phrase

1. In 1976, _____ joined ECOWAS, and in December 2000 _____ withdrew.
2. A partnership among the Nile riparian states is known as _____:
3. On 5 September 1999, the _____ called for the establishment of African Union (AU).
4. The _____ was founded on 25 May 1963 in Addis Ababa.
5. In West Africa _____ is among the 15 most HIV affected countries in the world.

II. Give short answers to the following questions.

1. Explain some forms of corruption.
2. How should children try to protect themselves from child right violations?
3. How was the OAU transformed into AU?
4. What is the impact of rapid population growth on food supply and natural resources?
5. Explain the impact of HIV/ AIDS on African children.

Check List

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

I can

1. Analyze the prevalence and impact of HIV/AIDS in Africa.
2. Explain the main consequences of rapid population growth.
3. Write a short report on impact of rapid population growth.
4. Identify the contents of UN Convention on the Rights of the Child.
5. Describe child rights violations that occur in my locality.
6. Protect myself from child rights violations.
7. Discuss the lack of good governance in Africa.
8. Write a short report on examples of both good and bad governance in my area.
9. Name the major regional organizations in Africa.
10. Identify member states of major regional organizations of Africa.
11. Realize the partnership targets of major regional organizations of Africa.
12. Outline the formation of the OAU and its transformation to AU.