

CITIZENSHIP EDUCATION
GRADE 7 STUDENT TEXTBOOK

CITIZENSHIP EDUCATION GRADE 7 STUDENT TEXTBOOK

CITIZENSHIP EDUCATION
GRADE 7 STUDENT TEXTBOOK

CITIZENSHIP EDUCATION

STUDENT TEXT BOOK

GRADE 7

Writers	Taye Demissie (PhD) Bewuketu Dires (PhD)
Content Editor	Dereje Fikre
Curr. and Inst.Design Editor	Mulugeta Sharew
Language Editor	Shegaw Wedaj (PhD)
Illustrator	Wasihun Dagne Tesfahunegn Minwuyelet
Book Designer	Zelalem Birhan

Contents

Introduction 1

Unit One: Citizenship 2

1.1 Citizenship 3

1.1.1 The Essence of Citizenship 4

1.1.2 Features of Good Citizenship 7

1.1.3 Importance of Good Citizenship 15

1.2 Ways of Acquiring and Losing Citizenship 19

1.3 Citizenship Law in Ethiopia 26

Unit Summary 30

Glossary 32

Unit Review Questions 32

Unit Two: State and Government 35

2.1 The Concept of State 36

2.2 Elements of the State 38

2.3 Functions of Government 44

2.4 Forms of the Government 50

2.5 Differences between State and Government 52

Unit Summary 56
Glossary 57
Unit Review Question 58

Unit Three: Democracy 61

3.1 The Meaning of Democracy 62
3.2. The Origin of Democracy 65
3.2.1.Athenian Democracy 65
3.3. Forms of Democracy 68
3.3.1 Liberal Democracy 69
3.3.2 Social Democracy 70
3.1. Ways of Exercising Democracy 70
3.1.1. Direct Democracy 71
3.1.2. Indirect (Representative) Democracy 73
3.4 Procedural and Substantive Democracy 75
3.5 Indigenous Democratic Values 77
Summary 80
Glossary 81
Review Questions 82

Unit Four: Rule of Law 84

4.1.Define the Concept of Rule of Law 85
4.1.1 Source of Law 90

4.2. The Importance of Rule of Law 96
4.3. The Manifestations of Respecting Rule of Law 102
4.4. Rule of Law and Rule of Man 105
4.5 Factors Affecting Rule of Law 106
Unit Summary 110
Glossary 111
Unit Review Question 112

Unit Five: Human Right. 115

5.1 The Concept of Human Rights 116
5.2 Features of Human Rights 119
5.3 The Importance of Respecting 123
Human Rights 123
5.4 Moral Responsibilities in Protecting 125
Human Rights 125
5.5 Instruments and Institutions of Human rights 126
5.5.1 Instruments of Human Right 127
5.5.2 Institutions of Human Rights in Ethiopia 130
5.6 The Roles of the Government in 131
Realizing Human Rights 131
Summary 134
Glossary 135
Review Questions 136

Unit Six: Engagement in Community Affairs 138

6.1 The Meaning of Community Engagement 139
6.2. The Benefits of Voluntary Service in 148
the Community 148
6.3 Aspects of Community Engagement. 156
6.3.1. Social Aspect 156
6.3.2. Political Aspect. 158
6.3.3 Economic Aspect 160
Unit Summary 162
Glossary 163
Unit Review Question 164

Unit Seven: Critical Thinking. 166

7.1 The Meaning of Critical Thinking 167
7.2 The Importance of Critical Thinking 172
7.2. Skills of Critical Thinking 176
7.3.1 Analysis. 177
7.3.2 Teamwork 180
7.3.3 Creativity. 183
7.3.4 Problem Solving 185
Summary 186
Glossary 187
Review Questions 188

Introduction

For many years, the FDRE government has incorporated civics and ethical education into all levels of education in order to produce good citizens with civic knowledge, skills, and attitudes. They also include citizens' ability to observe and influence government policy. Civics and ethical education in Ethiopia, albeit with limitations, are making a significant contribution to citizens' understanding of their rights. Despite several curriculum revisions, they have yet to produce the necessary behavioral and attitudinal changes in students' minds. In addition, the outcomes of research demonstrated a decline in students' friendliness, integrity, and teamwork spirit. Hence, irresponsible media has influenced the majority of today's youngsters. Therefore, many students nowadays act in ways that are in direct opposition to established norms and values.

Thus, the civics and ethical education curriculum is being redesigned again, taking into consideration the study findings as well as the practical issues that arose during the implementation of the subject. As a result of the redesigned curriculum, the subject has been divided into two categories: Moral Education and Citizenship Education. Moral education is a major component of the framework for 21st-century competencies and student learning outcomes. Therefore, from grade one to grade six, students are expected to acquire such character. Citizenship Education, on the other hand, is taught in middle and secondary schools and emphasizes values in order to produce citizens who are actively involved in their country's social, political, and economic issues.

UNIT 1



CITIZENSHIP

Introduction

As you may recall, in your lower grade you have learned about moral education and the values that make a good citizen. In this grade level, you will be aware of the connection between moral and civic education. This grade level is entirely dedicated to citizenship education, with the first unit covering the definition of citizenship, its essence, characteristics of good citizenship, and the significance of good citizenship. This unit also examines how a person obtains and loses citizenship. This unit will conclude by discussing some key aspects of Ethiopian citizenship law

Keywords

- **Citizen;Citizenship; Citizenship Law; Constitution, Good Citizenship; Patriotism; Responsibility; Tolerance.**

Unit Outcomes

At the end of this unit, learners will be able to:

- *Comprehend the essence of citizenship;*
- *Identify features of citizenship;*
- *Explain the importance of good citizenship;*
- *List ways of acquiring and losing citizenship;*
- *Explain the key elements of citizenship law in Ethiopia.*

1.1 Citizenship

This section will teach you about the essence of citizenship, the characteristics of good citizenship, and the significance of good citizenship. However, before diving into each section, we will try to discuss the following questions based on your prior knowledge.



- What do you understand when we say citizenship?
- Is there any difference between citizen and citizenship?

1.1.1 The Essence of Citizenship

At the end of this lesson, you will be able to:

- ***Describe what citizen is;***
- ***Realize the rights and responsibilities of citizens;***
- ***Differentiate citizen and citizenship.***

Before discussing about the essence of citizenship, it is necessary to define what it means to be a citizen. A citizen is a person who has specific rights and responsibilities under the law. Citizens are granted specific rights and benefits by the state. Citizens are expected to follow their country's rules and defend it against its enemies in exchange.

As Ethiopian citizens, we have the right to express ourselves, to be protected by the law, and to bear responsibilities such as obeying the law and paying taxes. As a result, a citizen is someone who has the right to be called a citizen.

REMEMBER

A citizen is someone who has the right to be called a citizen.

Citizenship in turn refers to full and responsible membership of the state. In this situation, membership refers to a political society in which members have a reciprocal obligation of duty to the State and the State has an obligation of protection to the member. Therefore, citizenship is a legal status and an identity.



Figure 1.1:- A person who is legally protected

REMEMBER

- **Citizenship is both a legal status and a sense of identity. .**

Case Study

In a small village, there were two children. These were children who helped their parents with various tasks and were well-liked by their family as well as the local community.

Teachers who arrived in that small village realized it was time for the children to return to school. As a result, the teachers approached the children's parents and asked them to send their children to school the following school year. After carefully listening to the teachers' ideas, the children's parents stated that they did not agree with the suggestion and did not want to send their children to school. The parents of the children claimed that rather than sending their children to school, it would be far better for them to obtain and continue to receive much more assistance in their daily activities from them.



Figure 1.2:- Discussion between a teacher and parents

Based on the above case study answer and discuss the questions below with a group of five students:

- ***What do you think will be the end of this story?***
- ***How convincing is the parents' justification for not sending their children to school?***

? *Do you believe that a child's right to attend school is only dependent on his or her parents' goodwill?*

? *In your opinion, what are the rights and obligations of the children?*

1.1.2 Features of Good Citizenship

At the end of this lesson, you will be able to:

- *List the characteristic features of good citizenship;*
- *Demonstrate the characteristics features of good citizenship;*
- *Acquire the characteristics features of good citizenship.*



- What exactly does it mean to be a good citizen? Discuss with your partners; write down your ideas in your exercise book; and then reflect on them in your classroom.
- Consider a person in your community who you believe is a good citizen and list three of his or her characteristics.

Nobody is born as either a good or a bad citizen. Good citizenship is taught to us by our families, communities, friends, and teachers. A good citizen is someone who:

- respects others;
- is helpful of others;
- listens to other people's opinions;
- helps people who can't help themselves;
- lives in harmony with other members of society;
- is always willing to learn; and
- is aware of his or her societal responsibilities and rights.

Case Study

During the annual school Parents' Day celebration, a student who performed exceptionally ranked first in his/her class and received a certificate of recognition in front of his/her family and other students. Of course, that was not the only honor granted upon him/her that memorable day. The school has also established trained to reward their students who have exemplary performance in co-curricular activities each year. Most students at the school have always hoped to receive this special award and bring joy to their families. That is why everyone who attends the annual Parents' Day celebrations is eager to know who the winner is this year.

Despite the fact that the time had come to reveal the name of the year's special award-winner, the program host chose to highlight the award-winner's special contribution to the students, parents, and special guest of the day. According to the program's host, the award-winner is known for following the rules and regulations of the school.

The awardee is known not only for following the rules and regulations of the school, but also for raising awareness among other students about the importance of following the rules and regulations of the school. The awardee also contributes significantly to the school by participating in various clubs and even taking the initiative to establish and lead anti-corruption clubs. By living in harmony with students of various ages, religions, languages, and ethnic groups, the award-winner sets an example for students both inside and outside of his/her class.

The award-winner loves his/her country and aspires to raise the national flag on a global stage, just like athletes Haile G/Selassie and Derartu Tulu. The award-winner worked hard to make his dream a reality, and he won a gold medal in athletics at the woreda level school competition. After highlighting the awardee's significant contributions in this and other areas, the program host prepares to call the student's name. However, all of the students are shouting together by calling out the name of the students. As a result, the program host confirmed, and the student received his/her award from the guest of honor for his/her outstanding contribution of the year.

- ***What do you understand from the story presented?***
- ***Is the student in the story presented, a good citizen? If yes, try to list those characters that qualify him/her for an award***
- ***What is holding you back from doing the good deeds that the student in the story did?***

Based on the preceding story, we will examine a few of the characteristics of a good citizen.

A.) *Obey the law:* is one of the most important public duty of a good citizen is to obey the law. A law is a set of rules established by a community that governs how people act and behave. A good citizen follows the rules, obeys parents, teachers, and those in positions of authority, observes just laws, and upholds democratic principles. A good citizen is also required to follow the laws of the country, such as paying taxes, preserving the environment, and treating people with respect. As a result, in the preceding story, one of the students' major contributions was stated as respecting the school's rules and regulations. Indeed, every one of you is responsible for adhering to the school's rules and regulations.



Figure 1.3:- Students respecting rules and regulations of the school

B). Responsibility: is the other important characteristic of good citizenship. Responsibility entails taking action and encompasses many aspects of what we consider to be good citizenship. You might want to emphasize that one of the primary responsibilities of students is to learn. At home, you are expected to complete your homework, and at school, you are expected to respect your classmates and teachers. You also have the responsibility to report any wrongdoing if you witness it. For instance, as a good citizen, you have a responsibility to report tax fraud and smuggling if you see or hear about it.

Furthermore, keeping the environment clean, obtaining an education, and participating in community service are all responsibilities of a good citizen. When you look at the student in the preceding story, you will notice that he/she is extremely responsible not only in class but also in his/her extracurricular activities.



Figure 1.4:- A student doing her homework

? *Are you a responsible student?*

? *How do you know whether you are responsible or not?*

C).Tolerance: is the critical characteristics of a good citizen that allows us to live peacefully. It also teaches us that other people have the right to hold opinions, beliefs, and positions that differ from ours. Tolerance is the ability and willingness to accommodate differences in ideas, outlooks, and points of view, among other things.

A good citizen is expected to show the utmost respect for other people's religions, cultures, languages, and other value systems. This principle is related to the above-mentioned student, who was honored because he/she has developed the habit of tolerance both inside and outside of the classroom, allowing him/her to live in harmony with students of various ages, religions, languages, and ethnic groups.



Figure 1.5:- People showing tolerance in sharing ideas

? *Do you prefer that your friends or classmates speak thesame language, be of the same race, or hold the same beliefs as you, or do you believe that diversity is beneficial?*

D). Patriotism: is also an essential quality of a good citizen. A patriot should have a genuine affection for his or her country as well as a sense of participation in the country's social, political, and economic aspects. A good citizen is one who is willing to make sacrifices for the benefit of his/her country. For example, Ethiopia is a country of many heroes and patriots who have given their precious lives to ensure our country's independence and the ability to live in peace and dignity.



Figure 1.6:- Patriots at the battle of Adwa

REMEMBER

- **A good citizen is one who is willing to make sacrifices for the benefit of his/her country.**

Of course, patriotism can be expressed in a variety of ways other than military service. For example, we can demonstrate our love for our country by engaging in diplomacy, education, medicine, agriculture, trade, and a variety of other activities. Artists, athletes, and other professionals who promote our country's name and flag on a global stage are also patriots because they are a source of pride for us.

You have probably figured out why the student in the preceding story was named the best student of the year. The student received the award not only for his/her love of his/her country, but also for his/her commitment to realizing his/her dream of raising his/her country's national flag on the world stage, as athletes Haile G/ Selassie and Derartu Tulu have done



Figure 1.7:- Ethiopian Distance Runner: Derartu Tulu and Haile Gebreselassie

- ***Can you mention some attributes of patriotism?***
- ***What are the factors that weaken patriotic feelings?***
- ***In your opinion, what should be done to increase Ethiopians' patriotic feelings?***

In general, the qualities of a good citizen that we have discussed above are necessary for the proper exercise of every citizen's rights and responsibilities. As a result, as an Ethiopian citizen, you must possess and exercise those qualities of good citizenship at all times.

1.1.3 Importance of Good Citizenship

At the end of this lesson, you will be able to:

- ***Identify what constitutes good citizenship;***
- ***Describe the importance of good citizenship;***
- ***Measure the significance of good citizenship in comparison to its absence.***



- Consider your school. What do you think would happen if all of the students, teachers, and administrators lacked good citizenship character?
- What kind of relationship would exist between students and teachers, students and the school administration, and within teachers themselves?
- Examine the image below closely and discuss with the student sitting next to you what you believe it represents.

? ***Examine the image below closely and discuss with the student sitting next to you what you believe it represents.***

Good citizenship qualities are important not only for instilling a strong moral code in individuals, but also for fostering a safe and supportive society while ensuring the survival of a democratic system. A healthy and long-lasting democratic society depends on good citizenship. Good citizenship also benefits the environment, making our country a better place. We determine our country's success, and we are all responsible for building and maintaining its strength.

? ***Do you believe that by carrying out your responsibilities, you can have a positive impact on your community?***

Good citizenship is also essential for fostering constructive debate among people with opposing viewpoints. Good citizenship teaches students how to find common ground with people who are different from them. Good citizenship character fosters mutual respect and understanding, which in turn connects and develops a strong system for individuals to collaborate toward a common goal. This can encourage students to broaden their perspectives, think more deeply about societal injustices and oppression, and engage in constructive debates in order to resist all forms of extremism.



Figure 1.8:- Students debating on the importance of good citizenship

REMEMBER

- **Mutual respect and understanding are fostered by good citizenship character.**

Being able to challenge injustice and promote fairness is an important aspect of being a good citizen. One example is someone informing the authorities about a drug dealer or a theft in the neighborhood. One of the benefits of doing so is that it contributes to the safety of communities and the fairness of the judicial system.

A good citizenship constantly upholds the concepts of justice and equality and encourages others to do the same.

Violence will be reduced if every citizen works to promote fairness and confront injustice because people will not feel excluded and will not have negative opinions of others because everyone is working together.



Figure 1.9:- Students tearing up papers and throwing them in the classroom

? ***What would you do if you saw a student tearing up papers and throwing them in your classroom?***

Good citizenship allows you to develop a sense of respect and care for other students, as well as to accept responsibility. If you can do this, others will appreciate and tolerate you, and violence based on religious, linguistic, ethnic, or other differences will be reduced. Specifically, the importance of good citizenship include but not limited to:

- instilling a strong moral code in individuals;
- fostering a safe and supportive society;
- making our country a better place;
- fostering constructive debate among people with opposing viewpoints;
- fosters mutual respect and understanding;
- collaborate toward a common goal;
- encourage students to broaden their perspectives;
- think more deeply about societal injustices and oppression;
- challenge injustice and promote fairness;
- develop a sense of respect and care for other students; and accept responsibility.

1.2 Ways of Acquiring and Losing Citizenship

At the end of this lesson, you will be able to:

- ***Make a list of ways for obtaining citizenship;***
- ***Compare ways of acquiring of citizenship by birth and descent;***
- ***Write ways of acquiring citizenship through naturalization.***



- How does someone become a citizen of a country?
- Do you think that anyone, at any time, can travel to any country and become a citizen of that country?

Citizenship is a legal status earned by being a registered member of a country. Anyone can become a member of the state if they meet the legal conditions of the country. Citizenship is the virtue of being a citizen of a country in its simplest form. As a general rule, international law leaves it up to each state to define who its citizens are. As a result, different states have distinct rules and procedures in granting and loss of citizenship. In this section, we'll look at how a person can become a citizen of a country, and then at how a person can lose their citizenship.

A) Ways of Acquiring Citizenship

A person may obtain the nationality of a state in accordance with the state's rules, as described in the section's opening remark. As a result, the procedure for getting citizenship varies each country. However, the most prevalent methods of obtaining citizenship are as follows:

1. Citizenship by Place of Birth: Citizenship by birth is the most prevalent method of getting citizenship, and many countries use it. Right of soil is the term used to describe this notion. According to this idea, everyone born inside the territorial bounds of a state automatically becomes a citizen of that state. It simply means that you are eligible to become a citizen of a country if you were born there.



Figure 1.10:- A Newborn Baby

2. Citizenship by Descent: A person can also become a citizen of a country based on the citizenship of one or both of his parents. This is referred to as the notion of blood right. This principle asserts that regardless of where children are born, their citizenship is decided by their parents' nationality.



Figure 1.11:- Parents with their newborn Baby Girl

3. By Naturalization: Naturalization is the legal process by which a foreign individual becomes eligible to become a citizen of a specific country. A person who wishes to become a citizen through naturalization must fill out an application and submit a request for citizenship by naturalization. Naturalization can be obtained in a variety of methods, but for the purposes of this grade level, we will concentrate on only two of them: marriage and adoption.

a) Citizenship by Marriage: Upon application, a foreign national who marries a citizen of a certain country is granted citizenship of that country.



Figure 1.12:- A Couple

B) Citizenship by Adoption: A person or couple recognized as legal parents can adopt a kid born in another country and make him or her citizen. Before this may be given, however, certain steps must be undertaken. The following are some of the most prevalent eligibility criteria:

- The parents (couple or individual) must be permanent citizens of a state, either by birth or naturalization;
- the child must be under the age of 18; and
- the child must be a permanent citizen of the state from which he/she is adopted.



Figure 1.13:- Adopted Child

? *Can you list the different ways of acquiring citizenship?*

? *What is the main difference between acquiring citizenship by birth and by naturalization?*

B) Ways of Losing Citizenship

At the end of this lesson, you will be able to:

- *Identify ways of losing citizenship;*
- *Distinguish between voluntary and involuntary ways of losing citizenship;*
- *Examine the grounds for involuntary citizenship loss.*



How can a person lose his/her citizenship status?

Citizenship can be lost in a variety of ways, just as it can be gained in a variety of ways. A circumstance in which a citizen is no longer recognized a lawful citizen of the country is referred to as "loss of citizenship." The process of losing citizenship, like the process of gaining citizenship, differs depending on where you live. Individuals who lost their citizenship, on the other hand, had one thing in common: they either did so voluntarily or were forced to do so forcefully without their consent.

1. Voluntary loss of citizenship: The act of giving up one's citizenship is referred to as "voluntary loss of citizenship." The decision taken by a person who went to loss his or her citizenship status freely is the main focus here. Almost every country has its own set of requirements for citizens who wish to formally renounce their citizenship.

? ***Make a list of reasons why someone would voluntarily give up their citizenship and compare it to the list your partner is making next to you.***

? ***Do you know or have you heard of anyone in your neighborhood who has given up their citizenship voluntarily?***

2. Involuntary loss of citizenship: Each state has its own set of rules governing citizenship. A citizen's citizenship may be revoked if he/she does not follow certain requirements. Of course, this might occur for a variety of reasons. However, losing one's citizenship involuntarily is not immediate; it must go through a series of steps in order to be revoked.

? ***Make a list of plausible reasons why someone might be forced to loss their citizenship involuntarily, and compare it to your partner's list.***

? ***Do you know or have you heard of anyone who has been forced to loss their citizenship, whether locally or nationally?***

1.3 Citizenship Law in Ethiopia

At the end of this lesson, you will be able to:

- ***Examine ways of acquiring and losing Ethiopia citizenship;***
- ***Explain the requirements for acquiring Ethiopian citizenship through naturalization;***
- ***Recognize ways of losing citizenship in Ethiopia.***

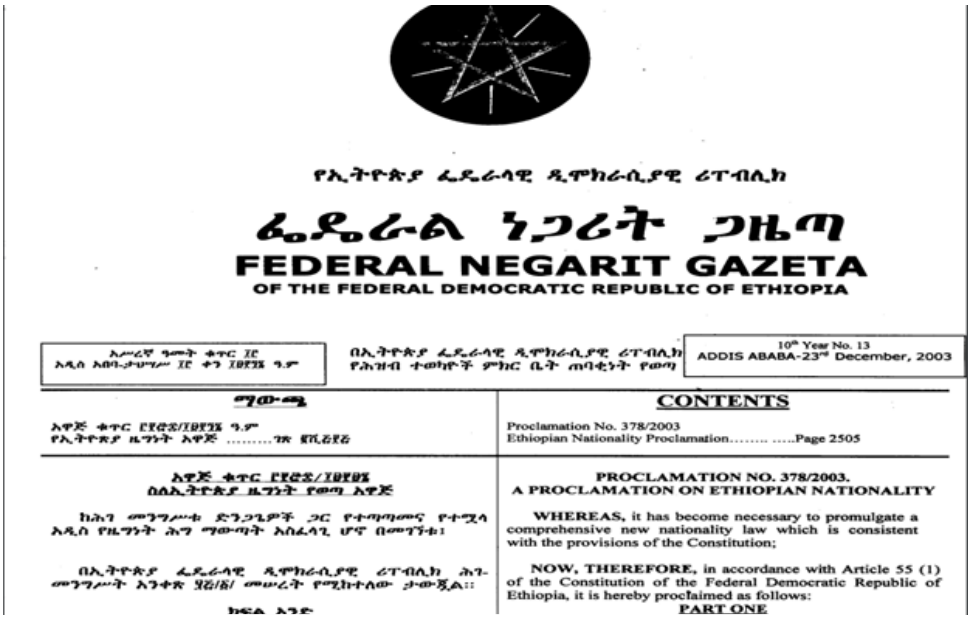


- Are you an Ethiopian citizen? If you answered yes, how did you come to be an Ethiopian citizen?

Ethiopia was enacted the first written citizenship law in 1930 G.C. Prior to it, citizenship was mostly defined by custom and tradition. The Federal Democratic Republic of Ethiopian (FDRE) constitution of 1995 G.C. provides certain fundamental ideas about citizenship in Ethiopia at current moment.

According to Article 6 of the FDRE constitution, any person of either gender who has both or either Ethiopian parents is an Ethiopian citizen. As a result, the FDRE constitution recognizes the right to Ethiopian citizenship based on descent or blood.

A general proclamation on attaining Ethiopian citizenship through naturalization is also included in the FDRE constitution. The Ethiopian Nationality Proclamation No. 378/2003, on the other hand, specified the specifics of nationality.



የኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ

ፌዴራል ነጋሪት ጋዜጣ

FEDERAL NEGARIT GAZETA

OF THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

አሥረኛ ዓመት ቁጥር ፲፫
አዲስ አበባ-ታህሣሥ ፲፫ ቀን ፲፱፻፺፮ ዓ.ም

በኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ
የሕዝብ ተወካዮች ምክር ቤት ጠባቂነት የወጣ

10th Year No. 13
ADDIS ABABA-23rd December, 2003

ማውጫ

አዋጅ ቁጥር ፫፻፸፰/፲፱፻፺፭ ዓ.ም
የኢትዮጵያ ዜግነት አዋጅ ..... ገጽ ፪፫፭፩

CONTENTS

Proclamation No. 378/2003
Ethiopian Nationality Proclamation..... .....Page 2505

አዋጅ ቁጥር ፫፻፸፰/፲፱፻፺፭
ስለኢትዮጵያ ዜግነት የወጣ አዋጅ

ከሕገ መንግሥቱ ድንጋጌዎች ጋር የተጣጣመና የተሟላ አዲስ የዜግነት ሕግ ማውጣት አስፈላጊ ሆኖ በመገኘቱ፤

በኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ ሕገ-መንግሥት አንቀጽ ፶፭/፩/ መሠረት የሚከተለው ታውጇል።

ክፍል አንድ

PROCLAMATION NO. 378/2003.
A PROCLAMATION ON ETHIOPIAN NATIONALITY

WHEREAS, it has become necessary to promulgate a comprehensive new nationality law which is consistent with the provisions of the Constitution;

NOW, THEREFORE, in accordance with Article 55 (1) of the Constitution of the Federal Democratic Republic of Ethiopia, it is hereby proclaimed as follows:

PART ONE

Figure 1.14:- The Cover of Proclamation No. 378/2003

Ethiopian nationality is inherited primarily by descent, according to Proclamation No. 378/2003 on Ethiopian Nationality. In the case of Ethiopia, there are no broad rights to citizenship based on birthplace on the land. The Proclamation also offers measures for naturalization-based acquisition after birth. A foreigner seeking Ethiopian nationality must, however, meet the following requirements:

i. have reached the age of majority and be legally capable under Ethiopian law;

ii. have established his domicile in Ethiopia and lived in Ethiopia for a total of at least four years prior to the submission of his application;

iii. be able to communicate in any of the country's nations/ nationalities' languages;

iv. have a sufficient and lawful source of income to support himself and his family;

v. be a person of good character;

vi. have no criminal record;

vii. be able to show that he has been released from his previous nationality or that acquiring Ethiopian nationality will result in such a release, or that he is a stateless person; and

viii. be required to take the oath of allegiance stated in Article 12 of the Proclamation.

The declaration authorizes naturalization in "exceptional cases" in addition to conventional procedures. Allowing citizenship as a manner of giving special recognition to foreigners who have made an exceptional contribution to the country appears to be launched by the government or the state. As a result, regardless of the qualifications specified above, a foreigner who has made a significant contribution in Ethiopia's interest may be granted Ethiopian citizenship by law.

REMEMBER

- **Foreigners who have made significant contributions to Ethiopia may be granted citizenship as a form of special recognition.**

The modalities of loss of Ethiopian citizenship were also established in Proclamation No. 378/2003. According to the nationality proclamation, no Ethiopian may be stripped of his or her Ethiopian citizenship by a government decision unless he or she renounces his or her Ethiopian citizenship voluntarily or acquires another nationality in a method that the law considers voluntary. Article 33 (1) of the FDRE Constitution additionally declared that no Ethiopian national may be stripped of his or her Ethiopian citizenship against his or her choice. This means that under Ethiopian law, involuntary citizenship loss is not permitted.

Assume an Ethiopian mother and an American father have a child in France. Answer the following questions based on the Ethiopian citizenship law:

- ***What do you think a baby's citizenship would be?***
- ***Is the newborn eligible to become an Ethiopian citizen? If the answer is yes, how can the baby become an Ethiopian citizen? Why not, if the answer is no?***

Unit Summary

A citizen is a person who has specific rights and obligations under the laws of a country. Citizens are given certain rights and rewards by the government.

Citizens are expected to respect the regulations of their country in exchange for protecting it against its adversaries. Citizenship is both a legal status and a personal identity. Our family, community, friends, and teachers teach us about good citizenship.

A good citizen is someone who respects others, is helpful and considerate of others, listens to other people's opinions, helps people who can't help themselves, lives in harmony with other members of society, and is always open to learn. Students who practice good citizenship learn how to find common ground with those who are not like them. As a result, you must be a good citizen in order to make your school and community a better place for everyone.

Citizenship is a legal status earned by being a registered member of a country. Anyone can become a member of the state if they meet the legal conditions of the country. As a general rule, international law leaves it up to each state to define who its citizens are; as a result, citizenship laws in different countries handle the granting and loss of citizenship in different ways.

Ethiopia was a pioneer in African citizenship law, having enacted the first written citizenship law in 1930 G.C. At the moment, the Federal Democratic Republic of Ethiopian (FDRE) constitution of 1995 G.C. establishes some important principles governing citizenship in Ethiopia. According to Article 6 of the FDRE constitution, any person of either sex who has both or either parent who is Ethiopian is an Ethiopian citizen.

The FDRE constitution thus enshrines the concept of the right of descent or blood to gain Ethiopian citizenship.

Glossary

Citizen:is the person an individual who is legally recognized as a member of state.

Citizenship: is the legal status of an individual member to be a citizen of particular state or it is the official recognition of an individual's integration in to the political system state

Citizenship law: is the law of a sovereign state, and of each of its jurisdictions, which determines citizenship rights and responsibilities within the jurisdiction.

Constitution:is the fundamental law of a nation or state that guarantees individual civil rights and liberties.

Patriotism: is the quality of being, devotion to and vigorous for one country.

Responsibility: the state or fact of having a duty to deal with something or of having control over someone.

Tolerance: the ability or willingness to tolerate the existence of opinions or behavior that one dislikes or disagrees with.

Unit Review Questions

Part I: Write "TRUE" if the statement is correct and "FALSE" if the statement is incorrect.

1). A citizen is a person who has certain rights but no obligations.
2). Citizens are required to abide by the laws of their country and protect it against its enemies.
3). To be a good citizen one must be irresponsible.
4). All countries follow the same procedures in granting and loss of citizenship.
5). Citizenship is a legal standing that comes with being a recognized member of a country.

Part II: Each of the following questions or statements is followed by four suggested answers or completions. Select the one that is CORRECT in each case.

1) Which one of the following is CORRECT about citizenship?

a) is a legal status
b) refers to full and responsible membership of the state
c) a citizen is a person who holds the title of citizenship
d) all of the above

2) Which one of the following is NOT the feature of a good citizen?

a) expose any wrongdoing
b) who is willing to make sacrifices for his country's benefit
c) does not show respect towards others
d) upholds democratic principles

3). In diverse society, ----------is important for peaceful coexistence?

a) misunderstanding
b) tolerance
c) mistreating
d) disregarding

Part III: In column 'A' you will find various forms of acquiring citizenship and its descriptions in column 'B'. Match column 'A' with column 'B'

	A		B
1	Citizenship by descent	A	Acquire the citizenship of an individual that recognized as legal parents.
2	Citizenship by adoption	B	The principle of right of blood.
3	Citizenship by birth	C	A foreign national who marries a national of a certain country and acquire citizenship.
4	Citizenship by marriage	D	Involuntary loss of citizenship
		E	Is usually referred to as right of soil.

UNIT 2



STATE AND GOVERNMENT

Introduction

As you may recall, the essence, characteristics, and importance of being a good citizen were discussed in the previous unit. You also learned how to obtain and lose citizenship. Moreover, you explored Ethiopian citizenship laws. Next, in order to understand one's rights and fulfill one's responsibilities, one must have a basic understanding of the state and government. Along these lines, we will discuss the concept of the State and its fundamental components in this unit. Following that, we will examine the meaning, functions, and forms of government. Finally, the unit discusses the similarities and differences between the State and the Government.

Keywords

- **Aristocracy; Democracy ; Dictatorship; Government; Monarchy; Population;Sovereignty; State; Territory**

Unit Outcomes

At the end of this unit, learners will be able to:

- *Define the concept of state;*
- *Distinguish the elements of the state;*
- *List the functions of government;*
- *Explain the differences between state and government.*

2.1 The Concept of State

This section will teach you about the essence of citizenship, the characteristics of good citizenship, and the significance of good citizenship. However, before diving into each section, we will try to discuss the following questions based on your prior knowledge.

At the end of this lesson, you will be able to:

- *Explain what the term state means;*
- *Appreciate Ethiopia as the oldest state.*



- What do you understand when we say State?
- Can you name a few African states that come to your mind?

The term “State” refers to an organized political community governed by a single authority. In this context, a state is a formally established political community governed by a government. As a result, a state is a group of people, more or less numerous, who live permanently on a specific territory, have their own government to which the majority of the population submits, and are free from outside interference.

The existence of the state is required because it arises from the fundamental needs of life. The goal of establishing a state is to use laws to settle disputes between and among individuals. Now over 200 states exist in the world.



Figure 2.1:- States of the World

REMEMBER

- **A State is a formally established political community that operates under the authority of a government.**

? *Why do we need a State?*

? *What makes Ethiopia unique State from others?*

2.2 Elements of the State

At the end of this lesson, you will be able to:

- *List the essential elements of the state;*
- *Assess how those essential elements of the state are seen as necessary for the existence of the state;*
- *Consider what would happen if one of the state's basic elements were missing.*



Is Ethiopia a State? Why?

It is common to identify the State by its fundamental elements, which include population, territory, government, and sovereignty, as defined by the above definitions of State.

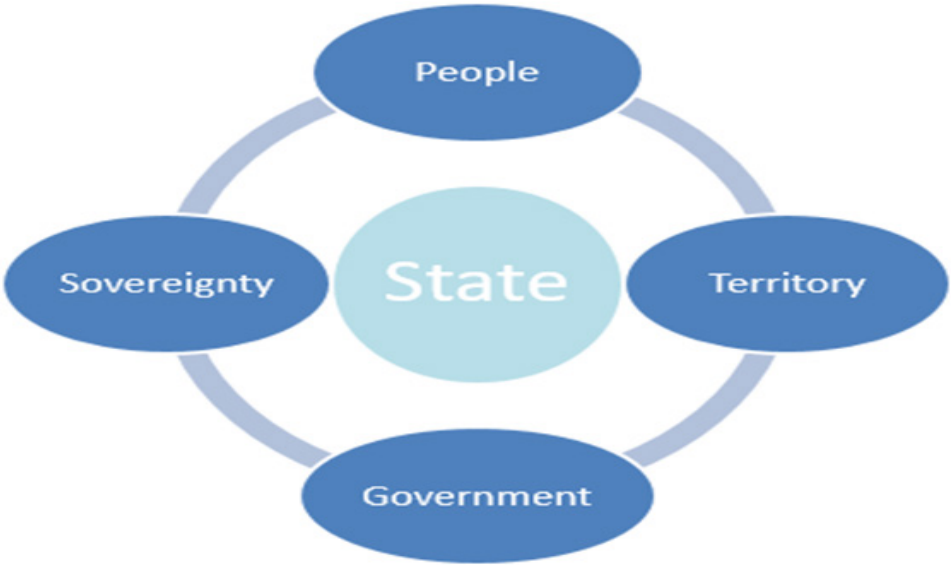


Figure 2.2:- Elements of the State

Population

The population is an important element of the state. The size of the population required to establish a state cannot be fixed. The people of a state do not have to be of a single race, religion, language, or culture. The modern state claims to be capable of reconciling the interests of various groups of its citizens. As a result, for the existence of the state population is required.

REMEMBER

The people of a state do not have to be of a single race, religion, language, or culture.

? ***Do you have any idea how diverse the Ethiopian population is?***



Figure 2.3:- Ethiopia's diverse population

Territory

A defined territory is regarded as yet another critical element of the State. No State can exist without a fixed territory. Territory is required for people to live and organize socially and politically. The size of a State's territory, like its population, cannot be fixed.

We can find a state with small territories, such as the Vatican City, which covers an area of only 110 hectares, as well as states with a large territories, such as Russia, which covers 17,098,242 kilometer square. States operate within a defined territory delimited by borders, regulating the flow of people, money, and goods across those boundaries. Possession of a fixed territory is, therefore, regarded as an essential attribute of the State by international law.

REMEMBER

- No State can exist without a fixed territory.

? *Can you list the countries bordering Ethiopia to the north, south, east, and west?*

Ethiopia is bordered by Eritrea on the north, Djibouti on the north-east, Somalia on the east, Kenya on the south, and South Sudan and Sudan on the west.



Figure 2.4:- Ethiopia with bordering countries

Case Study
The Two Neighbors!

There were two neighbors living in the same village. These people have lived in the area for a long time and are well-known in the community.

However, miscommunication developed between the two neighbors over time. Their disagreement stemmed from a land dispute. Neighbors frequently argued that they had overstepped their bounds. They attempted to resolve the problem on their own but were unable to do so. When the local elders noticed the disagreement between the neighbors, they tried their best to solve the problem, but the disagreement persisted because the two sides were unable to agree on the solution proposed by the elders.

? ***What do you think these neighbors would do if they couldn't resolve their issues on their own or with the assistance of local elders?***

? ***Who will provide the final say in such disputes?***

Government

The third and most important component of a state is government. There can be no State without government. The government is the operational arm of the state as well as a powerful political organization. The government is in charge of carrying out State authority and tasks. The government also makes, enforces, and interpret state laws.

REMEMBER

The government is the operational arm of the state as well as a powerful political organization.

? *In a democratic state, who has the authority to make, enforce, and interpret laws?*

? *What do you think will happen in a country if there is no government or if the government that is in power does not carry out its responsibilities? Do you, for example, believe that students like you can obtain a good education?*

Sovereignty

? *Why is a state's sovereignty important?*

Sovereignty is commonly thought to have two distinct aspects: internal and external. Internal sovereignty refers to sovereignty within the jurisdiction of a state. A state with internal sovereignty has the authority and capability to exercise command over its society. The relationship between a sovereign power and other states is referred to as external sovereignty.

The external sovereignty of a state allows it to engage in independent relations with other countries. That is the supremacy of the state over all foreign wills, whether of individuals or states. Sovereignty is, therefore, regarded as the most vital and necessary component of the State. Ethiopia is a recognized sovereign state, complete with its own flag and national anthem.

REMEMBER

Sovereignty is commonly thought to have two distinct aspects: internal and external.

- ***List the color of the Ethiopian National Flag and its meaning?***
- ***Do you know the national anthem of Ethiopia?***

For a long time, Ethiopia's sovereignty was protected not only by international law, but also by the scarification of our forefathers and mothers, grandparents, and great-grandparents. Ethiopian heroes have defeated foreign invaders who attempted to conquer and violate our country's sovereignty in numerous battles throughout history. As a result, Ethiopia has kept its independence and celebrates Victory Day.

- ***Can you name at least three Ethiopian heroes who have died defending Ethiopian sovereignty?***
- ***What, in your opinion, are the main responsibilities of the young generation in preserving Ethiopian sovereignty?***

2.3 Functions of Government

At the end of this lesson, you will be able to:

- ***Describe the functions of government;***
- ***Recognize the significance of a democratic government in sustaining social stability;***
- ***Appreciate the efforts of the democratic government to the needs of its citizens.***



- What is the purpose of government?
- What are the primary responsibilities of government?

Citizens in any state expect their government to perform certain functions. Although government functions vary by state, the following are some of the most common:

- Maintain social stability;
- Provide public services;
- Provide national security;
- Making economic decisions.

In fact, in order to carry out these responsibilities, the government must make decisions that are binding on all citizens of the state. In the sections that follow, we will go over each of the aforementioned government functions in greater detail.

i. Maintaining Law and Order

? ***What role can a democratic government play in ensuring social stability?***

One of the most important functions and goals of a democratic government is the maintenance of law and order.

Governments accomplish this by passing laws that govern theactivities of all members of society. As a result, governments provide mechanisms for resolving conflicts among members of groups and maintaining social stability.

Government laws help to keep the peace and protect people's rights, property, and lives. Furthermore, the government provides mechanisms like courts to assist citizens in resolving disputes in a timely and orderly manner. To control and contain inter-personal conflict, the government imposes restrictions on what individuals are and are not permitted to do.

REMEMBER

- **One of the most important functions and goals of all governments is the maintenance of law and order.**

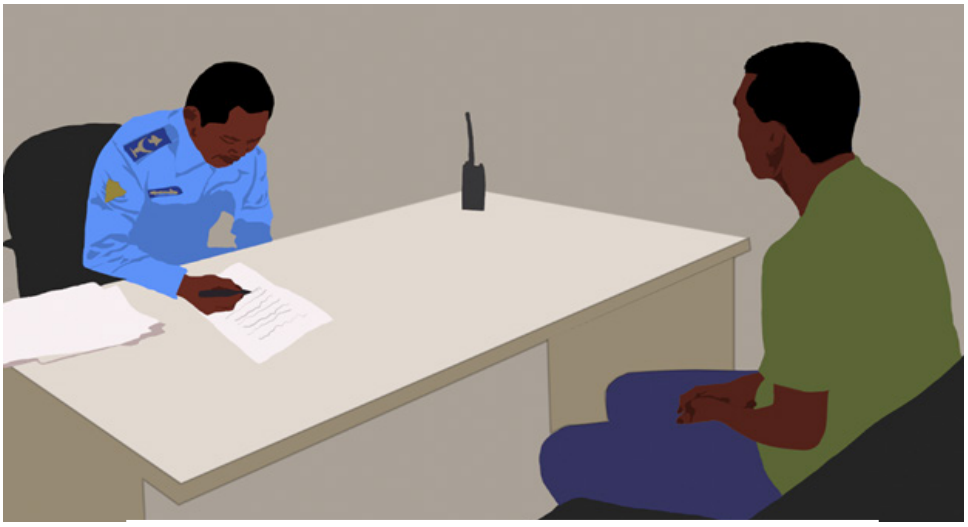


Figure 2.5:- Community policing maintaining social stability

ii.Providing Public Services

? *Could you name some of the government services available in your area?*

Another important function of government is to provide essential public services that enable community life and promote general well-being. A public service is one that the government provides to those who live within its borders, either directly or through the funding of private service providers.

Public services are those deemed so important to life that their universal provision should be guaranteed for moral reasons. They have the potential to be associated with fundamental human rights. Public services include fire protection, law enforcement, environmental protection, public housing, and public transportation among others.

REMEMBER

A public service is one that the government provides to those who live within its borders.



Figure 2.6:- CommunityProviding local health service

iii.Providing National Security

? ***If Ethiopia is invaded by another country, who do you believe will defend the country?***

One of the most important functions of government is to provide common defense and security for its citizens. Governments must guard against both external and internal threats. As a result, national security is a top priority for each sovereign state.

The government creates and maintains national defense forces, which include military troops, armament, and operations, as well as peacekeeping missions, to defend its country. Besides, governments should maintain good relations with foreign countries in addition to ensuring national security.

REMEMBER

- One of the most important functions of government is to provide common defense and security for its citizens.



Figure 2.7:- Ethiopian national defense force

iv. Making Economic Decisions

No country can meet all of its citizens' needs or desires. Normally, the government works to promote economic growth and stability by controlling inflation, stimulating trade, and regulating natural resource development. Additionally, the government enacts regulations that shape the country's economic environment. As a result, making economic decisions is another important function of government.



Figure 2.8:- Grand Ethiopian Renaissance Dam

2.4 Forms of the Government

At the end of this lesson, you will be able to:

- ***Identify the basic forms of the government;***
- ***Visualize the difference between the monarchical and aristocratic forms of government;***
- ***Realize the basic essence of democratic forms of the government.***

Governments come in a variety of forms. At this level, we use the number of people wielding sovereign power as a criterion for clearly understanding the various forms of government. As a result, the forms of government can be classified based on the number of people exercising sovereign powers as follows:

I. Monarchy: monarchy is a form of government in which sovereign power is vested in a single individual, the monarch, who has hereditary rights to rule as the head of state. The monarch may be a king or a queen. The throne is usually passed down to the eldest son or the closest male descendant.

? ***Could you give some examples of countries that still have monarchies?***

? ***Have you ever heard about Ethiopia's monarchy? If this is the case, please tell to your partners.***

II. Aristocracy: another type of government in which sovereign power is vested in a class of people who are thought to be superior and best qualified to rule is aristocracy. Governmental power is concentrated in the hands of a few, while government administration is presumably carried out for the benefit of the many.

III. Dictatorship:one person or a small group of people wields unlimited power. Force is used to maintain power. The majority of dictators rule authoritarian or totalitarian regimes.



Figure 2.9:- A dictatorial leadership

IV. Democracy: democracy is a form of government in which the rulers are chosen by the citizens. The attributes of a truly democratic government set it apart from other kinds of government. In a democracy, the government attempts to foster equality so that everyone has an equal chance to develop. Free and open elections are held in all true democracies. All eligible citizens have a say in how their country is run and a voice through elected officials.

This is merely an introduction remark regarding democracy; the next chapter will go into great detail about it.



Figure 2.10:- A democratic leadership

2.5 Differences between State and Government

At the end of this lesson, you will be able to:

- ***Identify the distinctions between the government and the state;***
- ***Recognize government as one of the essential elements of the state.***



- Could you describe some of the differences between the government and the state?

The terms state and government are frequently used interchangeably. However, it is difficult to find parallels between the state and the government. The apparatus in charge of governing the country is known as the government, whereas the state is a synonym for the country. For example, when we say the State of Ethiopia, we mean the entire country of Ethiopia. In contrast, when we refer to Ethiopia's government, we mean the three branches of government namely: the legislative, the executive, and the judicial organ.

The following are the basic distinctions found between the State and the Government:

I. Government is only an element of the State

As previously stated, a State consists of four essential components: population, territory, government, and sovereignty. As a result, government is only an element of the state that acts on its behalf.

II. State is abstract whereas government is concrete

State is an abstract concept that cannot be seen. Government, on the other hand, is concrete; it can be viewed as a group of people cooperating to exercise State power. The government is made up of people who are elected by the people. It has a clear structure and form.

iii.Government is organized only by a portion of the population of the State

The State encompasses the entire population. Government, on the other hand, is formed by the representatives of the people. The government of the state is made up of only a few people who are elected to serve as people's representatives.

IV.Membership of a State is compulsory but not of government

Everyone is considered a citizen by the state. Citizens constitute the entirety of the state's population. In most cases, every individual is usually granted automatic membership (citizenship) in a state. Government membership, on the other hand, is not automatic. No one can be forced into joining a government. Rather, the one who qualifies the requirement of the state can run for office, be elected as a people's representative, and join the government of their choice.

? *Recalling the topic covered in unit one, talk with your partners about how to obtain citizenship in Ethiopia.*

V. Each state has the same essential elements, but the forms and features of government vary from state to state

Each State has a common characteristics feature like population, territory, government, and sovereignty. Governments, on the other hand, can take various systems, such as parliamentary, presidential, or a combination of the two. It could also be democratic, monarchical, aristocratic, or dictatorial in nature.

VI. State is permanent but government is temporary

Governments come and go all the time. An election, or even a revolution, could result in a complete change of government. The State exists indefinitely. It will go on indefinitely as long as it maintains its sovereignty.

The following table summarizes the key distinctions between state and government

N.o	Difference between state and government	
1	**state**	**government**
2	A state is made up of people, territory, government, and sovereignty.	The government is only one component of the state.
3	The concept of state is abstract and invisible.	Government is visible and concrete.
4	Membership in a state is compulsory.	Membership in a government is entirely voluntary.
5	The state has the original power.	The government derives its powers from the state.
6	Every state has four essential elements in common.	The forms and characteristics of government differ from one state to another.
7	The state is relatively stable.	Government is temporary; it comes and goes.

Unit Summary

A state is a formally established political community that is governed by a government. A modern state consists of four essential elements: population, territory, government, and sovereignty. A democratic government is responsible for maintaining law and order, ensuring the safety of people and property, managing the economy, and protecting the state from foreign threats. As a result, the effective functioning of a government is required for the existence of peace.

Governments come in a variety of forms. We use the number of people wielding sovereign power as a criterion for clearly understanding the various forms of government. As a result, the forms of government can be classified based on the number of people exercising sovereign powers as monarchy, aristocracy, dictatorship, and democracy.

Despite the fact that the terms state and government are frequently used interchangeably, they are not synonymous. There is a distinction between the state and the government. The state consists of four essential elements, one of which is government. State is an abstract concept as well, whereas government is concrete and can be thought of as a group of people working together to exercise State powers. Furthermore, the State is made up of the entire population, whereas the government is made up of people's representatives. Everyone is considered a citizen by the state. Citizens constitute the entire population of the state. Membership in the government is not automatically granted. No one can be forced into joining a government. Moreover, the State exists indefinitely. It will go on indefinitely as long as it maintains its sovereignty.

Glossary

Aristocracy: is a form of government in which the supreme power is vested in a group of people who are distinguished by birth, fortune, or hereditary nobility.

Democracy: refers to a form of government in which the supreme power is vested in the people of the nation.

Dictatorship: a form of government a ruler or small group with absolute power over the people holds power, often through force.

Government: is an agency, through which the will of the state is formulated, expressed and realized.

Monarchy:is a form of government that has a single person known as a monarch at its head.

Population: refers to people permanently settling on a definite territory of the state.

Sovereignty: is the ultimate or supreme authority of the state in both its internal and external affairs.

State: is the highest and most powerful political organization of society.

Territory: referring to an area or a certain portion of earth's surface, this is internationally on which people of a state are expected permanently reside.

Unit Review Question

Part I: Write "TRUE" if the statement is correct and "FALSE" if the statement is incorrect.

1. A State is a formally established political community that operates under the authority of a government.
2. The population of a state must be of a single race, religion, language, and culture.
3. There can be no State without government.
4. The government, unlike the state, exists indefinitely. It retains power indefinitely as long as the state retains sovereignty.

Part II: Each of the questions or statements below is followed by four possible responses or completions. In each case, choose the CORRECT option.

1) Which of the following is NOT a necessary component of the state?

A) Population
B) Territory
C) Political Party
D) Sovereignty

2) ---------- is a form of government in which sovereign power is vested in a group of people considered superior and best qualified to rule.

A) Monarchy
B) Aristocracy
C) Dictatorship
D) Democracy

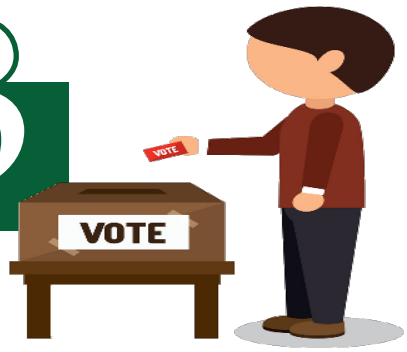
3) Which of the following statement best describes the State?

A) is made up of the entire population
B) membership is not automatically granted
C) is concrete
D) is made up of people's representatives

Part III: Short answer. Write the appropriate answers to the following questions.

1) What are the four main functions of government?
2) What happens if one of the elements of the State's is missing?

UNIT 3



DEMOCRACY

Introduction

Welcome to the third unit of this textbook. This unit is devoted to the idea of democracy. The concept of democracy is one of the most frequently discussed topics in our daily lives. As a result, one of the primary goals of this unit will be to explain what the concept of democracy entails. The various forms of democracy will also be discussed briefly. It is critical to discuss the mechanisms (ways) by which democracy is exercised. The unit will also include a brief discussion of democratic perspectives. Finally, indigenous democratic practices are explored.

Keywords

- **Democracy;Liberal democracy;Social democracy; Direct democracy;Indirect democracy;Procedural democracy;Substantive democracy**

Unit Outcomes

At the end of this unit, learners will be able to:

- *Explain the meaning of democracy;*
- *List the forms of democracy;*
- *Identify the ways of exercising democracy;*
- *Appreciate indigenous democratic values;*
- *Differentiate procedural and substantive democracy.*

3.1 The Meaning of Democracy

At the end of this lesson, you will be able to:

- *Describe the etymology of democracy;*
- *Define democracy ;*
- *Explain rule of the people.*



- What do you know about democracy? Could you please explain your ideas to the class?
- Have you ever made a decision based on democratic principles? If so, could you please share your experience with the class?



Figure 3.1:- Words related with democracy

The term democracy is derived from two Greek words: *demos,* which means "the people", and *kratos*, which means "to rule". These two words are combined to form democracy, which literally means "rule of the people". In this context, the term democracy refers to the concept of rule by the people. Democracy is a system of government in which people rule directly or indirectly through their elected representatives.

REMEMBER

Democracy is a government by the people in which supreme power is vested in the people and is exercised directly or indirectly by their representatives. Democracy is a people-centred system in which the people are the heart, root, and fruit.

Abraham Lincoln (former US president) defined democracy as "government of the people, by the people, and for the people". In this case, government of the people represents the source of legitimacy, as government officials are elected solely by the people, whereas government by the people implies public participation in the government process and self-government. That is referred to as popular self-government. Government for the people refers to the idea that government officials should act in the best interests of the people.

Case Study

1. Imagine that in your class there are 35 students. It is very essential for every class to have representatives that represents each respective grade level. Therefore, like other grade level you have to have representatives for your class as well. Now it is time to nominate at least three students from your class. While you nominate make sure that both male and female students are nominated for class representatives. It is good to have at least two representatives' one male and one female. Why the need to have two representatives? Having two representatives is very important because if one representative is not available in the class because of various reasons the second (vice) representative will replace his/her role. Imagine that these two representatives were elected with the participation of all those 35 students. The process was free and fair because no one intervenes in the election.

As indicated above, all students are involved in the election with free and fair process, hence, what do you understand from the above case study? Some argue that democracy is not built overnight, but rather over time. Why is this so?

3.2. The Origin of Democracy

3.2.1.Athenian Democracy

At the end of this lesson, you will be able to:

- ***Identify the birth place of democracy;***
- ***Explain the nature of Athenian democracy;***
- ***List the limitations of Athenian democracy;***
- ***Enumerate the contributions of Athenian democracy***



Do you know the birth place or origin of democracy?

Democracy is thought to have begun in the 5th century B.C. in the Greek city-state of "Athens". When we speak of Greek democracy, we are referring to Athenian democracy. This is not because Athens was the only Greek city-state to have a democratic form of government; rather, Athens was the most prominent and powerful.

In Athens, every (male adult) citizen could vote in the Assembly on the city's most important issues. Thus, democracy was direct in its Greek origins, in that citizens voted directly and personally in the Assembly. Athenian democracy, in general, contained several elements to which we can still relate today. Among these are:

- Direct popular participation
- Political equality (at least for free adult male citizens)
- The notion that government should be responsible to the people
- It invented the idea of citizens, as opposed to subjects

The Athenian democracy, on the other hand, had fatal and serious limitations. Among the flaws are the following.

- **Undemocratic in modern senses:** In that only a small proportion of Athens' adult population was eligible to vote.
- **Citizenship was restricted to small elite:** Citizenship was granted at birth to males whose parents were both Athenians. The vast majority of adults, including women, slaves, and residents aliens, did not qualify for citizenship.

- **Participation was not in practice as extensive as the Athenians liked to claim:** Even after payment for attendance was introduced, most citizens remained absent from most assemblies/meetings.
- **Athenian democracy was hardly an exercise in lean movement:**It was complicated, time-consuming, and costly: an overly complicated method of governing a small, rural society. Its relevance in the modern world is limited, as people prefer to spend their working hours developing and prospering themselves rather than attending political meetings.
- **The principle of self-government did not always lead to decisive and coherent state policy:** The lack of a permanent bureaucracy eventually contributed to a period of infected government following war defeat.

It is important to remember that while Athens is widely regarded as the birthplace of democracy, this does not imply that Athens was entirely democratic. As previously stated, the majority of Athenians were not permitted to participate in their government, and slavery was widespread. For example, one of the fundamental principles of democracy is that all citizens of a state participate in their government, and all citizens of a nation should not be subjected to slavery. All Ethiopian citizens have the democratic right to participate in their local and national governments without discrimination. No Ethiopian citizen should be subjected to slavery.

Slavery is simply a condition in which a person is exploited and deprived of most democratic rights, such as the right to vote and be elected. While Athenian democracy was far from perfect, it served as a foundation for the development of modern democracy because these two beliefs continue to influence us today.

REMEMBER

- **Athens is the birth place/origin of democracy.**

3.3. Forms of Democracy

At the end of this lesson, you will be able to:

- *Explain the distinction between liberal and social democracy;*
- *List the main features of liberal democracy;*
- *Identify the basic features of social democracy.*



- What exactly is liberal democracy?
- Can you talk about the fundamental characteristics of social democracy?

3.3.1 Liberal Democracy

Based on the participation of governments in the area of economic and political affairs, democracy has various forms. Liberal democracy is a type of democracy that discourages government intervention in a society's economic affairs. The role of the government in the economic spheres of people's lives is very minimal, whereas that of economic forces such as market forces is regarded as maximal (given supreme place). This type of democracy, in other words, is based on a free market economy. This implies that the state's role is limited to maintaining order and providing a bare minimum of general and coordinating regulations. The state creates a framework within which these economic forces can play their own role of balancing opposing forces. From this, one can deduce that the central idea of liberal democracy is individual political and legal equality, but not economic equality. Individual economic equality has nothing to do with liberal democracy, which is concerned with political liberty and legal equality. From this vantage point, it is sometimes referred to as capitalist democracy, which is practiced by the majority of Western countries.

REMEMBER

- **Liberal democracy is a type of democracy whereby government that adopt such type of democracy usually do not intervene in the economic and social sectors. Governments that practice such democracy encourages private sector and free market system.**

3.3.2 Social Democracy

Governments that advance social democracy give more priority for economic and social affairs. Social democracy's goal is to achieve equality and a classless society through reform under the guise of capitalism. In this case, it acknowledges that an individual's background, abilities, efforts, and so on shape his or her way of life. As a result, this is to ensure that everyone has the opportunity to fully utilize his or her abilities. To put it another way, social democracy advocates for social justice and economic empowerment for the poor. To that end, it is concerned with the provision of social security, housing, free education, health and medical care, and other similar services.

REMEMBER

- **Social democracy is a type of democracy whereby governments that adopt such democracy usually intervene in the economic and social affairs.**

3.1. Ways of Exercising Democracy

At the end of this lesson, you will be able to:

- *Explain the meaning of direct democracy;*
- *Define indirect democracy;*
- *Identify the difference between direct democracy and indirect democracy.*



- What is direct democracy?
- What is indirect democracy?

Based on the participation of citizens in the democratic process, there are two ways of exercising democracy i.e. direct (pure) and indirect (representative) democracy.

3.1.1. Direct Democracy

? ***Is it possible to implement direct democracy in each and every political decision?***

Direct democracy (pure democracy) is a form of democracy in which "all adult citizens" can participate in decision-making without the intervention of elected officials. This belief is based on every citizen over a certain age having the right to attend political meetings, vote on the issue being discussed, and accept the majority decision if such a vote results in a law being passed that you as an individual did not support. Part of this belief is that everyone has the right to run for political office if they so desire. For example, in class, you may directly elect your class representative; this is possibly one form of direct democracy.



Figure 3.2:- Students electing their class representative

The difficulties associated with direct democracy are well known. When a nation's people are unable to gather to make decisions, direct forms of democracy are incapable of replacing representation. However, there are some areas where they can supplement democracy. Direct democracy can be implemented through local committees, schools, and citizen associations, where it can be discussed and voted on collectively. This is not possible, however, with more complex and general issues.

The referendum is a procedure that most constitutions envision for direct consultation of all citizens. The practice of holding referendum on specific points should be used frequently and precisely defined. Local, regional, and national referendums could all be held.

Role play

Assume that the residents (local people) in your neighbourhood are voting on statehood (to promote from the status of zonal to regional level). In Ethiopia, everyone has the right to vote in a referendum as long as they meet the criteria set by the National Electoral Board of Ethiopia. Assume that you, as a citizen, are also voting in the referendum, and that some of you are voting for zonal status, while the rest of you are voting for regional status. It is now time for you to vote for or against statehood. When you are done with the voting, your teacher will count your ballots. Finally, your teacher will announce the referendum results. What does your participation in this referendum process imply?

3.1.2. Indirect (Representative) Democracy

? ***Why indirect democracy is more preferable than direct democracy in the modern times?***

This is the type of modern democracy that we have today. A representative democracy is one in which citizens of a country elect representatives to make decisions on their behalf. In this regard, the meaning of the representative form of democracy is that the entire people cannot directly participate in their own affairs but must do so through their representatives, who are elected by the people themselves on a regular basis.

In Ethiopia, for example, every five years, the people have the opportunity to elect those they want to represent them in the Parliament. Parliamentarians meet in the House of People Representatives to discuss issues and pass bills that become Ethiopian law. Each elected Parliamentarian in the House of People's Representatives represents all citizens. The responsibility of participating in lawmaking was delegated to Parliamentarians by the voters. In this case, leaders must maintain some level of contact with voters in order to remain in power. However, if they fail to perform (or if the party performs poorly during its tenure), the people have the power to remove them. The people exercise control over their representatives in this manner.



Figure 3.3:-HPR in Ethiopia passing a decision

REMEMBER

- **Citizens in a direct democracy make decisions directly by proposing laws or referendums. An indirect democracy, on the other hand, relies on a small group of officials to make important decisions on behalf of their constituents.**

3.4 Procedural and Substantive Democracy

At the end of this lesson, you will be able to:

- ***Explain the difference between procedural and substantive democracy;***
- ***Define the meaning of procedural democracy;***
- ***Explain the idea of substantive democracy.***



- What is the main difference between procedural democracy and substantive democracy?

There are two approaches to understand democracy: substantive and procedural. The procedural viewpoint emphasizes the form and process of government, or how the people govern themselves. The principles of procedural democracy are universal participation, political equality, and majority rule. In a nutshell, procedural democracy is a form of democracy in which the people or citizens of the state have less influence than in traditional liberal democracies. This type of democracy is distinguished by voters' choice of representatives in free elections. Procedural democracy assumes that the electoral process is central to the authority placed on elected officials and ensures that all election procedures are followed. In Ethiopia, for example, elections are held on a regular basis in the majority of cases; thus, the electoral process is a fundamental manifestation of procedural democracy. Although a country may allow all citizens of voting age to vote, this does not automatically qualify it as a substantive democracy. To be able to claim substantive democracy, the election should also result in practical changes for the Ethiopian people (political equality, economic prosperity and others).

REMEMBER

- **Procedural democracy focuses on how government decisions are made (process).**

The substantive viewpoint focuses on what a government actually does, that is, the policies it implements should be consistent with democratic ideals.

Substantive democracy is a type of democracy in which the results of elections are considered to be representative of the people. In other words, substantive democracy is a type of democracy that serves the interests of those who govern. Even if a country allows all citizens of voting age to vote, this does not automatically qualify it as a substantive democracy. In a substantive democracy, the general population has a real say in how the state conducts its political affairs, i.e., the state is not only set up as a democracy, but it also functions as one. This type of democracy is also known as functional democracy. Substantive democracy focuses on the actual practice and role of governments.

REMEMBER

- **Substantive democracy focuses on the results (outcomes) of government's decision.**

3.5 Indigenous Democratic Values

At the end of this lesson, you will be able to:

- ***Explain indigenous democratic values;***
- ***Enumerate indigenous democratic values in Ethiopia;***
- ***List the roles of indigenous democratic values/***



Figure 3.4:- traditional conflict resolution mechanisms in Ethiopia

There is no doubt that indigenous traditional institutions and governance systems existed and continue to exist in Africa, including Ethiopia, prior to the birth of modern African states and the introduction of a multi-party political system. In most African countries, including Ethiopia, indigenous institutions of governance coexist informally with modern governance systems. It is believed that traditional African governance systems are relevant to modern governance. Africans' beliefs about the role of indigenous governance and practice are based on the assumption that it is possible to accommodate African indigenous systems of governance that converge to democratic values rather than pushing them to the margins. This implies that traditional governance systems, in addition to modern democratic systems, can contribute to the democratization process.

Despite the fact that successive Ethiopian governments have introduced and implemented modern governance systems, indigenous institutions have played an indispensable role in guiding the social-political lives of societies, particularly in rural areas, by filling the gap left by formal state institutions and apparatus. Ethiopia is a notable country in terms of civilization, history, and culture. This wealth includes democratic traditions that date back to time immemorial in various Ethiopian societies. The fundamental democratic principles of open debate, consensus, and participation in agenda setting and decision making have been practiced as customary cultures at the local level in various Ethiopian societies. The following are some of the indigenous democratic practices.

Jarsuma by the Oromo people, *Shimigilina* used by the Amhara people, *Yejoka* in Gurage, *Deira-Cimma* in Wolayata, *Enashma* in Benisahngul-Gumuz, *Baito* in Tigray, *Mada'a* in Afar, *Xeer* in Somalis, and other indigenous practices are clearly visible. These various forms of indigenous conflict resolution practices that are being practiced in different areas of our country Ethiopia are very helpful in addressing disagreements that arise as a result of divergent interests. In addition to the formal institutions such as courts that are being functional in Ethiopia, the above indigenous practices have also their own contributions by addressing various issues. In addition to Ethiopia's formal institutions, such as courts, the above indigenous practices have made their own contributions by tackling a variety of challenges.

Summary

The term democracy is derived from two Greek words (demos and kratos); simply put, these two words mean "rule of the people." Democracy is thought to have begun in the city-states of Athens. Democracy is a form of government in which the people have ultimate political power. Citizens of a given state have two options for exercising democracy. Democracy can be exercised directly by involving all adult citizens of the state. Citizens in a direct democracy have a direct engagement and say in all political matters and decisions. People in a given state can also exercise their right to vote and participate directly in referendums.

Nowadays, due to various factors such as population size, topography, resources, time, and many other considerations, direct democracy is not preferred; instead, indirect (representative) democracy has become one of the most common ways for many nations and their citizens to exercise democracy. In a representative (indirect) democracy, the people of a given state elect their representatives, who are then expected to act on their behalf. It is critical to recognize that democratization is a process. Building democracy takes time, but different actors must also work together to build democracy and democratic culture. Political parties, the media, public opinion, and civil society all play a role in the democratization process. Democracies come in a variety of flavours, including liberal, social, economic, and developmental.

There are two approaches to understanding democracy: The substantive view focuses on what a government does, whereas the procedural view emphasizes the form and process of government. Along with the modern democratic system, traditional governance systems contribute to the democratization process.

Glossary

Democracy:is a system of government whereby ultimate political power resides in the hands of people

Direct democracy: way of exercising democracy whereby citizens have direct role in political affairs

Indirect democracy: a way of exercising democracy whereby elected representatives' act on behalf the electorate.

Liberal democracy: a democracy based on the recognition of individual rights and freedoms but limits the intervention of the government in the economic affairs.

Procedural democracy: is a term used to denote the particular procedures, such as regular elections based on universal suffrage that produce an electorally-legitimated government.

Social democracy: is a form of democracy in which private property and the distribution of income is subject to social control.

Substantive democracy:is a term used to denote that emphasizes on the actual practice of government for example; the outcome of elections is representative of the people.

Review Questions

Part I: True/False Item

Direction: Write TRUE if the statement is correct and FALSE if it is wrong

1. Democracy is thought to have originated in ancient Rome.
2. The substantive view of democracy focuses on what a government actually does.
3. There is no contribution from ancient Athenian democracy to modern democracy.
4. In a representative democracy, the people of a particular state have a direct say in political matters.
5. Through reform under the guise of capitalism, social democracy seeks to achieve equality and a classless society.

Part II: Multiple Choices

Direction: Choose the correct answer from the given alternatives

6. Which of the following actors is important in the process of democratization?

A. Political parties
B. Mass Media
C. Public opinion
D. All

7. Which of the following statements about ancient Athenian democracy is true?

A. Citizenship was restricted to small elite
B. Women and slaves were not allowed to participate
C. It was a direct form of democracy
D. All

8. What type of democracy is known for promoting a free-market system?

A. Social democracy
B. Developmental democracy
C. Liberal democracy
D. Economic democracy

9. Jarsuma as an indigenous governance system is being practiced in:

A. Oromia
B. Tigray
C. Afar
D. Somalia

10. Which of the following statements about democracy is true?

A. Democracy and democratization is a process
B. Democracy can be built by the participation of government only
C. Direct democracy is best known in our contemporary era than before
D. None

UNIT 4



RULE OF LAW

Introduction

You learned about democracy in unit three. The rule of law is a fundamental principle of democracy. In a democratic state, the government is responsible for maintaining peace and order as well as protecting citizens' rights and freedoms. However, this is only possible when the rule of law prevails. This unit clarifies the concept of the rule of law in general, as well as its meaning, source, importance, and manifestations in particular. You will also learn about the difference between the rule of law and the rule of man. Finally, you learn about factors that influence the rule of law..

Keywords

- **Corruption;Custom;Judiciary;Justice;Legislation; Morality;Regulations;Rule of law;Rule of man**

Unit Outcomes

At the end of this unit, learners will be able to:

- *Describe the concept of rule of law;*
- *Identify sources of law;*
- *Value the importance of rule of law;*
- *Identify the manifestations of respecting rule of law;*
- *Explain the rule of law and rule of man;*
- *Comprehend factors affecting rule of law.*

4.1.Define the Concept of Rule of Law

At the end of this lesson, you will be able to:

- *Define the notion of the rule of law;*
- *Consider justice in their daily life;*
- *Analyze whether someone's action is fair or not.*



What is rule of law?

Laws are binding societal rules or regulations that we must all follow. Laws protect societal safety and citizens' rights from violation by others, including individuals, organizations, and the government itself. The law governs much of what people do on a daily basis. Laws can inform us about our rights and responsibilities. It also tells us what will happen if we do not do what is expected of us.

In a broader sense, the rule of law means no one, rich or poor, ruler or ruled, etc., is above the law. At its most basic level, the rule of law means that absence of arbitrary power on the part of the government and equality before the law.

According to the principles of equality before the law, no "legal" person is entitled to benefits that are not available to all, and no one is immune from legal penalties. As a result, all citizens are treated equally under the rule of law.

REMEMBER

- **Rule of law ensure, equality before the law.**



Figure 4.1:- Equally before the law

Case Study

One day at school, students are playing different games during their break time, as usual. Among them, there were children who had been playing rope jump. However, among those students who are playing rope jump, two students fight against each other. The students who were playing with them were trying to solve the problem, but they failed. Meanwhile, a nearby school guard approached the students and attempted to calm them down. In doing so, he realized that one of the students involved in the fight was the son of the school principal. The guard asked the two kids about why they get into fights. The reaction, though, comes from the other students who were playing with them, and they told the teacher that the problem was the fault of the school principal's son. They even complained to the guard that the school principal's son always used force while playing with them.

Despite the guard knowing the guilty student was the principal's son, he reprimanded the innocent student and returned where he had been.



Figure 4.2:- Students playing and fighting

- ***What would you do if you were in the shoes of the innocent student?***
- ***In your opinion is the action of the school guard is acceptable? Why or why not?***
- ***Can you recall a time in your schooling when you were treated unequally? What were your reactions on that?***

The idea of justice has also been linked to the concept of the rule of law. Most people think that the ultimate objective of law is to ensure that everyone is treated fairly. Justice is the concept of moral rightness and fairness, which comprises treating people with respect and ensuring that they receive what they are owed.

REMEMBER

- **The concept of justice refers to moral rightness and fairness.**

A law is considered unjust if it discriminates against citizens based on their gender, color, race, or status. Regardless of a person's status, laws should be enforced. Justice must be unbiased.

? ***What is the difference between equality and fairness?***

Case Study

The teacher asked his students to make sure whether or not they had met the lesson's objectives while teaching in the classroom. In response to his inquiry, the majority of the kids in the class raised their hands. The teacher, as is customary, only allows two students to respond to the question. Students in the class are aware that this teacher exclusively gives opportunities to such students. Unfortunately, a student angered by the teacher's behavior came up that day and stated, "I have a question." The teacher, who is irritated by the student's behavior, tells the student that he can only ask questions if he is given permission to do so. I may be wrong to stand up and ask you that I have a question, the irritated student said to the teacher. However, due of your unjust treatment of us, I am compelled to rise without your consent.

We are all your pupils, and it is your responsibility to provide each of us an equal chance. However, you gave those two pupils the opportunity to participate in answering your question exclusively. As a result, I am here to politely remind you that we all need to participate in your class, and that you must give us an equal opportunity.

- ***In the aforementioned case, what action do you think can be taken, and who do you think should take it? Discuss.***
- ***Do you believe the student's action is appropriate? Is there any way to express your issue in class?***
- ***How do you demonstrate justice in your daily life?***



Figure 4.3:- treating of students fairly in the classroom

4.1.1 Source of Law

At the end of this lesson, you will be able to:

- *Identify sources of law;*
- *Compare and contrast constitutions and morality as the fundamental sources of law;*
- *Examine how legislatures covert people customary rules into enacted rules.*



Where does Ethiopian law originate??

The sources of law are the origins of law or the binding rules of human conduct. The primary sources of law can be divided into four categories. They are as follows:

I.Constitution

A constitution is a power map containing a set of principles and rules outlining the structure and system of government, describing its institutions and the manner in which they work and relate to one another. The constitution also describes both the limits on governmental power and the rights of citizens. Thus, constitutions is the fundamental sources of law.

REMEMBER

- Constitutions is the fundamental sources of law.

II.Custom

Custom is one of the oldest sources of law. Custom is defined as long-established practices or unwritten rules that have taken on a binding or obligatory character. Custom was used to settle and decide disputes between people. Customs were routinely observed, and violations of customs were punished by society. Social institutions also operate on the basis of a number of accepted customs. In fact, the majority of State laws were born when they began converting customs into authoritative and binding rules.



Figure 4.4:- A girl treating an elderly woman

? ***Explain what the boy is doing in the above image. Would you do the same if you were him?***

? ***Obviously in our culture, different customs exist, and disobeying those customs will result in social discrimination. Can you share some of the local customs with your partner and have a discussion about them?***

II. Religion and Morality

Religion and religious rules emerged naturally in every society as humans began to observe, enjoy, and fear natural forces. As a result, religious codes were accepted as superior heavenly forces and began to regulate people's behavior. Several religions stepped forward to prescribe specific codes of conduct that individuals were obligated to adopt and follow.

Moral rules appeared in society as well. Morality was defined as what is good and bad, what is right and wrong. A society's religious and moral codes provided the State with the necessary material for regulating people's actions. The state enacted several moral and religious standards as laws. As a result, religion and morality have been important sources of law.



Figure 4.5:- Students cheating in an exam

? ***Look at the above picture and tell your partner what you understand. Is the action of the students and the teacher right or wrong? What should you do if the teacher refuses to intervene? Talk to your partners about it.***

III. Legislation

Traditionally, the State relied on customs and the King's decrees or orders to regulate the behavior of the people. Later, the legislative branch was established as the government's governing organ. The act of enacting new laws in any form is referred to as legislation. Legislation encompasses all expressions of the legislature's will. The legislatures began to transform the people's customary rules of behavior into definite and enacted rules of behavior.

Soon after, legislation was designated as the State's law-making organ, and legislation became the primary source of law.

REMEMBER

- **The legislature is the primary source of law.**

A student code of conduct is an example of a set of guidelines provided to you at the start of the school year. The student, teacher, and administrative policies and procedures are outlined in the school code of conduct. You may also have specific classroom rules and regulations, such as the ones listed below:

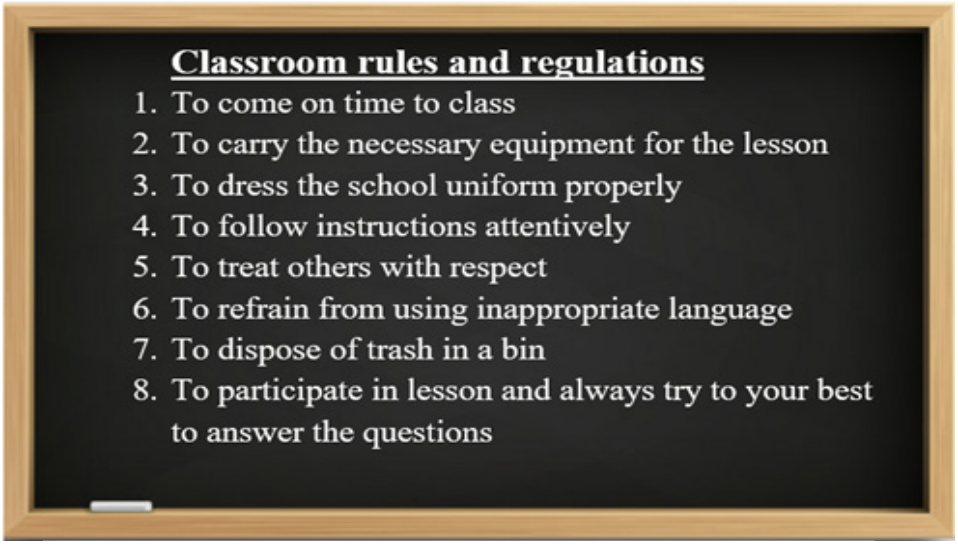


Figure 4.6:- Classroom rules and regulations

Get into small groups and share your ideas with your close partners based on the above classroom rules and regulations:

- ***What is the purpose of having rules in the classroom?***
- ***Does this law give you or another student more power, or does it take away your power? Why do you believe this?***
- ***What would it be like in your classroom if students did not follow the rules?***
- ***Consider how your classroom would be different if the teacher did not have the authority to tell anyone what to do?***

4.2. The Importance of Rule of Law

At the end of this lesson, you will be able to:

- ***Analyze the importance of rule of law;***
- ***Demonstrate how rule of law creates the framework for certain conditions upon which democracy is based;***
- ***Compliment on the link between the rule of law and individual freedom.***



- Why is the rule of law important for society?

Zeberega and Tinkuk

Tinkuk and Zeberega are married couples who have been together for many years. On his way to school one day, their son Zafu missed his bus. As a result, the two couples decided to drive their son to school themselves. They arrive at a traffic light with crossroads while driving. Unfortunately, the red light was turned on when they arrived. However, Zafu's father, noticed that there were no traffic officers in the area and decided to cross the road while the red light was on. Tinkuk, his wife, is sitting next to him and is well aware that her husband intends to illegally cross the road. As a result, she advised waiting patiently until the green light turned on. Her husband, Zeberga, explained to her that he wanted to cross the street right away and couldn't wait for the green light to turn green.



Figure 4.7:- A traffic light

- ***Do we only obey the law when there is a law enforcement officer?***
- ***What if Zeberga crossed the street while the red light was on?***
- ***What do you understand from Zeberga's urgency and his wife's carefulness?***
- ***What would society be like if people were not required to follow the law?***

The following are some of the reasons why the rule of law is so important:

A. Promotes Democracy

? *Do you believe that the rule of law is a prerequisite for democratic government or that democracy is a prerequisite for the rule of law?*

The rule of law is essential to democracy because it establishes the foundation for certain conditions upon which democracy is based. According to the principles of rule of law, every citizen is equal before the law, regardless of his/her religion, ethnicity, language, color or gender, and is held accountable to the system in accordance with the rules. This is a fundamental characteristic of democracy. Therfore, rule of law is regarded as essential requirement for the existence of democratic government.

REMEMBER

The rule of law is a precondition for the existence of democratic government.



Figure 4.8:- A democratic society

B. Promotes the freedom of the judiciary

? *In your opinion, what is the significance of judicial independence?*

? *What role does the rule of law have in judicial independence?*

One of the benefits of the rule of law is the assurance of judicial independence. This means that when the rule of law is applied in its purest form, the judiciary's independence is enhanced and they can work independently of other forces. As a result, if the judicial system is independent, judges will be able to make decisions only in accordance with the law, with no outside influences.

C. Enhances the freedom of the individual

? *What do you think is the link between the rule of law and individual freedom?*

Governments are expected to allow the expression of opposing viewpoints in society where the rule of law is in place. The government is also expected to protect media freedom, which includes radio, television, newspapers, and social media. In the absence of the rule of law, no one has the right to speak, and no one has the right to publish differing viewpoints.



Figure 4.9:- A person without the right to freedom of expression

? *What do you understand from the above picture?*

D. Prevents arbitrariness and dictatorship

Citizens become acutely aware of their rights and liberties when the rule of law is properly implemented. This enables them to ascertain whether their rights are being violated. It also helps them in checking the arbitrariness of government appointees and the rise of dictatorship.

Authoritarian regimes prefer to use force rather than respond to popular demand in countries where the rule of law does not exist. Fear and intimidation are used by dictators to rule their countries and people. As a result, citizens of a dictatorship take to the streets to demonstrate.



Figure 4.10:- A dictatorial government responding to demonstrators

4.3. The Manifestations of Respecting Rule of Law

At the end of this lesson, you will be able to:

- ***Describe the manifestations of respecting rule of law;***
- ***Advocate for people to be presumed innocent until a court finds them guilty;***
- ***Point out the importance of government separation of power.***



How can you know if you're abiding by the law or not? Could you please share a list of some of the manifestations with the student sitting next to you?

A. Independence of the judiciary

It is extremely difficult for the state to maintain the rule of law when citizens do not respect the law. The rule of law works because most people believe that obeying the law is important. The existence of judicial independence is one manifestation of respect for the rule of law. Judicial independence means that when making decisions, judges are free of political and societal pressures and influences.

Maintaining the rule of law necessitates the existence of an independent judiciary. Judges should not be influenced by a political party, a private interest, or popular opinion when determining what the law requires. As a result, the independence of the judiciary is a manifestation of respect for the rule of law.

REMEMBER

Respect for the rule of law manifests itself in the independence of the judiciary.

B. Equal application of laws

Another manifestation of respect for the rule of law is the absence of arbitrary power. The rule of law requires the legal system to produce predictable results. Predictable outcomes imply that those who behave similarly can anticipate the law treating them similarly.

People cannot use the law to guide their actions if similar actions do not produce comparable legal outcomes. Individuals can have rights in a country where the rule of law exists, citizens understand the law and can avoid breaking it, and no one is permitted to engage in illegal activities.

Furthermore, all people are presumed innocent until proven guilty by a court. No one can be arbitrarily detained, imprisoned, or deprived of their property. Punishment must be determined by a court and be proportionate to the offence, and the supremacy of law must be followed. Therefore, respect for the rule of law is also demonstrated by the equal application of the law.

? ***What do we call someone who is in the criminal justice system but has not yet been convicted of a crime?***

REMEMBER

One of the most important manifestations of the rule of law is the equal application of laws.

C. Prevalence of Peace and Order

Respect for the rule of law is also reflected in the country's high level of security and order. People place a high value on their personal safety. When there is a crime, citizens may lose faith in the government. In the worst-case scenario, people may decide to take the law into their own hands.

4.4. Rule of Law and Rule of Man

At the end of this lesson, you will be able to:

- ***Define the term "rule of law" and "rule of man";***
- ***Compare and contrast the ways in which the rule of law and rule of man operate;***
- ***Criticize the existence of rule of man in relation to individual rights.***



Perhaps you have heard the terms "rule of law" and "rule of man," but do you know what they imply and how they differ?

For much of human history, rulers and law were interchangeable; laws are simply the ruler's will. Individuals were imprisoned, had their property seized, and tortured often without formal legal charges being brought against them. The use of law as a tool of political power is referred to as the 'rule of man.' It means that while the state uses the law to govern its citizens, it never allows the law to govern the state.

The rule of law opposes to the rule of man. The concept of the rule of law holds that even a ruler is subject to the law and must rule through legal means. Rule of law refers to a law enacted by the supreme lawmaking authority of the land. It represents the supremacy of the rule of law over the will of the individual.

Form a group and discuss on the following questions:

- ***What are the basic principles of the rule of law?***
- ***Write the manifestations that shows absence of rule of law in your school?***

4.5 Factors Affecting Rule of Law

At the end of this lesson, you will be able to:

- ***Measure the principle of rule of law and its actual practice;***
- ***Identify factors that affect the rule of law.***



- What impact does the rule of law have on Ethiopian government officials and institutions?

Recall that the rule of law is one of the most important aspects of modern democratic societies. The rule of law affects all of us, regardless of whom we are or where we live. Government leaders and groups, in particular, are influenced by the rule of law in a variety of ways. Some of the factors that may influence the proper application of the rule of law are as follows:

I.Corruption

Corruption is defined as the use of government authority or responsibility for personal gain. Corruption is a major impediment to the proper application of the rule of law. Thus, corruption is unquestionably one of the factors affecting the proper application of the rule of law. In order to eliminate corruption and malpractice, it is imperative to eliminate rent-seeking attitudes and create a society that hates unethical practices.

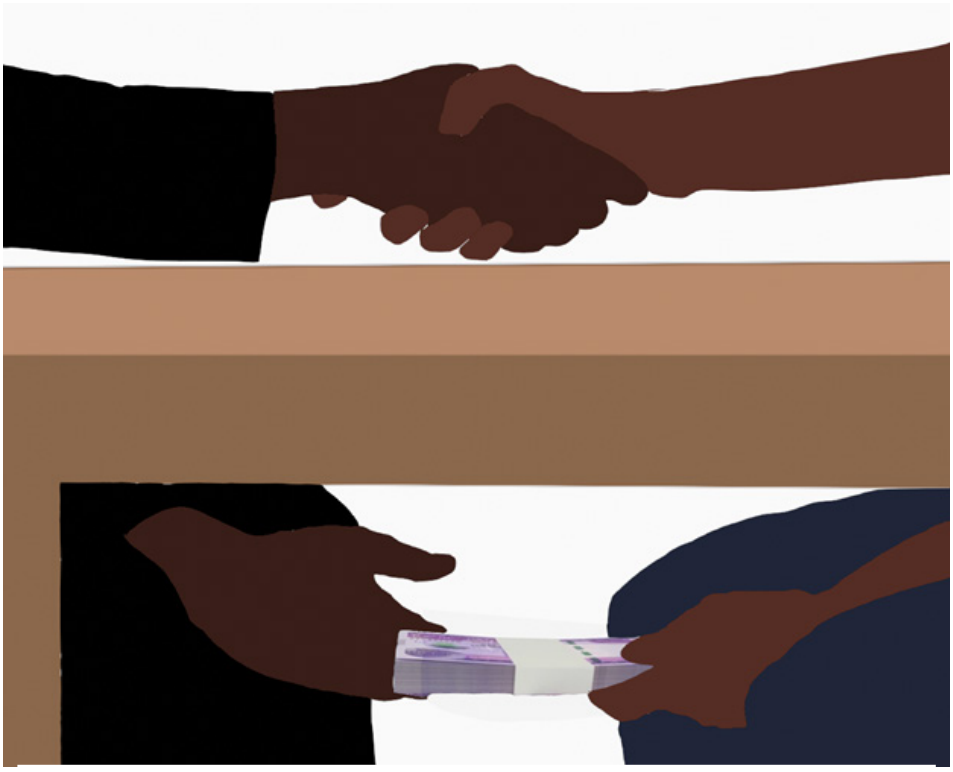


Figure 4.11:- The practice of corruption

REMEMBER

- **Corruption is a major impediment to the proper application of the rule of law.**

II. Illiteracy

It is clear that illiteracy can have an impact on the rule of law because lack of awareness causes citizens to remain silent when the government acts above the law.

III. Poor Leadership

It is true that undemocratic leaders dislike the rule of law because it restricts their ability to utilize their power for personal gain. They are just interested in their own personal interests and goals, leaving the people oppressed. As a result, poor leadership is another factor that hinders the rule of law's proper application.

IV. Lack of patriotism

One of the factors affecting the rule of law is lack of patriotism. Every citizen who is not patriotic wishes to break the law for personal gain. This means that such a citizen wishes to profit from corrupt practices. Thus, a patriotic citizen must fight malpractice, which are threats to the rule of law.

REMEMBER

- **One of the factors affecting the rule of law is a lack of patriotism..**

Case Study

W/ro Meseret was a woman who was working in Injera baking factory. After a few days in the bakery, she found out that the bakery was baking and selling Injera mixed with bad substances.

Realizing that the practice was illegal and that it could endanger the health of the society, W/ro Meseret reported the case to the police to halt the illegal practice and to get the criminals punished. According to the report, the police investigated the allegations of the company and gathered evidence to prosecute. Finally, the court sentenced the perpetrators to prison and fines.

- ***Do you think the woman played a role for the rule of law?***
- ***Do you think that the woman's action is a patriotic?***
- ***What would happen if she didn't report the case to police?***

Unit Summary

The rule of law is a fundamental principle of democracy. Equality before the law is ensured by the rule of law. According to the concept of equality before the law, all citizens are treated equally under the rule of law. Constitution, custom, religion and morality, and legislation are the primary sources of law.

Citizens become acutely aware of their rights and liberties when the rule of law is properly implemented. The rule of law works because most people believe that obeying the law is important. Respect for the rule of law is also demonstrated by the equal application of the law.

In a democratic society, the rule of law differs from the rule of man. The rule of man means that while the state uses the law to govern its citizens, it never allows the law to govern the state.

On the other hand, the concept of the rule of law holds that even a ruler is subject to the law and must rule through legal means.

Corruption, illiteracy, poor leadership, and a lack of patriotism are some of the factors that may interfere with the proper application of the rule of law. As a result, certain characteristics, such as an independent court, responsible leadership, patriotism, and widespread literacy, are required for the rule of law principles to function properly.

Glossary

Corruption: is a form of dishonesty which is undertaken by a person or an organization which is entrusted with a position of authority, in order to acquire illicit benefits or abuse power for one's personal gain.

Custom: a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.

Judiciary: is the system of courts that adjudicates legal disputes/disagreements and interprets, defends, and applies the law in legal cases.

Justice: is the quality of being just, impartial, or fair questioned the justice of their decision.

Legislation:is a law or a set of laws that have been passed by Parliament or used to describe the act of making a new law.

Morality: refer to an individual's own principles regarding right and wrong.

Regulations: a rule or order issued by an executive authority or regulatory agency of a government and having the force of law.

Rule of law: is a principle under which all persons, institutions, and entities are accountable to laws that are publicly promulgated and equally enforced.

Rule of man:rule of man is absence of rule of law and there rules change from ruler to ruler.

Unit Review Question

Part I: Write "TRUE" if the statement is correct and "FALSE" if the statement is incorrect.

1) All citizens are treated unequally under the rule of law.

2) According to the concept of rule of law, both the governor and the governed are subject to the same laws.

3) The supreme law of the land in a democratic country is commonly referred to as a constitution.

4) Custom is one of the oldest sources of law.

5) The presence of arbitrary power is one of the signs of respect for the rule of law

Part III: Each of the questions or statements below is followed by four possible responses or completions. In each case, choose the CORRECT option.

1) One of the following statements is NOT TRUE about the importance of rule of law?

A) It is a precondition for the existence of democratic government
B) It help the judiciary's to work without interference from other forces
C) No one has the right to speak and write its own opinions
D) Citizens of the country live in dignity and equality

2) Respecting rule of law also manifested through……?

A) the prevalence of security and order
B) the equal application of the law
C) an independent judiciary
D) all of the above

3) Which of the following is NOT a factor influencing the rule of law?

A) Corruption
B) Illiteracy
C) Poor leadership
D) Patriotism

Part IV: Short answer.

Write the appropriate answer for the following questions.

1) What does it mean to say Ethiopia is a country of laws rather than men?
2) What is the connection between the rule of law and democracy?

UNIT 5



HUMAN RIGHTS

Introduction

Welcome to unit five of this textbook. This unit is entirely devoted to the basic idea of human rights and related aspects. In this unit human rights are conceptualized as the birth rights of everyone regardless of color, gender, sex, political ideology and others. Hence, this section briefly addresses the relevance of implementing human rights. The unit also discussed that the fact that the state has the primary responsibility to protect human rights, the international community has also the moral responsibility to safeguard human rights incase states fail to do so. Finally, the unit discuses issues related to instruments of human rights and role of governments in realizing human rights.

Keywords

- **The right to life ;The right to liberty ;The right to equality ;Freedom of movement;Right to privacy;Freedom of religion;-Freedom of opinion**

Unit Outcomes

At the end of this unit, learners will be able to:

- *Define the concept of human right*
- *Appreciate the features of human right*
- *Explain the importance of respecting human rights*
- *Demonstrate their moral responsibilities in their communities about human rights*
- *Identify instruments of human right*
- *List down institutions of human rights in Ethiopia.*

5.1 The Concept of Human Rights

At the end of this lesson, you will be able to:

- *Define human right.*
- *Enumerate examples of human rights;*



- What do you know about human rights?
- What are human rights and where do they come from? Whom can we claim these natural rights? Can you give some examples?

Human rights are commonly understood as fundamental rights to which a person is naturally entitled simply because she or he is a human being. They are rights that are inherent in the mere fact of being human. The concept of human rights is based on the belief that every human being is entitled to enjoy his/her rights without discrimination. It is important to note that they are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. Human rights mean those values that reflect respect for human life and human dignity. However, it is very important to note that rights and duties are the two sides of the same coin. Every rights-holder has the responsibility to respect the rights of others. Citizens should not only exercise their rights but also discharge their duties/responsibilities. For example, citizens have the right to privacy, and responsibility (duty) not to violate the privacy of others.

Examples of human rights include:

- The right to life
- The right to liberty
- The right to equality
- Freedom of movement
- Right to privacy
- Freedom of religion
- Freedom of opinion

Magical Night Story

Two boys lived in the same building near the centre of the city. They were good friends and always played together after school. They liked reading detective stories and investigating whatever they found suspicious. One night, after supper, both of them heard a little girl crying from the upper level of the building they lived in. They run to meet each other in the corridor and asked: 'What's up? There's such a loud noise.' After investigating for several days, they found out the exact unit of the sound of a little girl crying and who seemed to have been brutally beaten. They looked for helpful resources and information on action to take to bring her immediate assistance. Finally, they rescued the girl from her misery and made a magical night for her. What is the main concern of the story? How do you know when children are neglected or abused? If you were mistreated or abused by someone, what would you do?



Figure 5.1:- Examples of human rights

REMEMBER

- **Every child has the right to live a decent life and be free from any exploitative or harmful activity. It is the duty of governments to prevent children from all forms of violence. In order to protect children from harm and exploitation, it is essential for them to know the basic rights of the child, and to be aware and concerned of the issues of child neglect, exploitation, or abuse.**

5.2 Features of Human Rights

At the end of this lesson, you will be able to:

- *List the features of human rights;*
- *Explain the universal nature of human rights;*
- *Explain the inalienable nature of human rights;*
- *Explain the indivisible and interdependent nature of human rights.*



- Form groups and discuss the basic features of human rights?
- Are human rights accepted universally?

Human rights which are the birth rights of human beings are manifested by the following unique features.

Human Rights are Universal

Human rights are rights we have simply because we exist as human beings. These universal rights are inherited to us all, regardless of race, color, sex, ethnic or social origin, religion, language, nationality, age and disability or any other distinguishing characteristic. The universality character calls for their respect and protection at all places and times. Since they are accepted by all States and peoples, they apply equally and indiscriminately to every person and are the same for everyone everywhere. It is important to keep in mind that human rights are applicable to all people across the globe without any form of discrimination.



Figure 5.2:- The universal nature of human rights

Human Rights are Inherent

Human rights are inherent because they are not granted by any person or authority. Human rights do not have to be bought, earned or inherited; they belong to people simply because we are human beings. It is rooted in human dignity. They are reflections of human dignity. They are inherent to the dignity of every human person. For example, can we buy freedom of speech from someone or can the government grant us? No, we cannot buy it because it is a natural right for all of us.

Human Rights are Inalienable

Human rights are inalienable. Inalienability implies that nobody can deprive anyone of these rights and nobody can give up these rights by himself/herself. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

Human Rights are Indivisible and Interdependence

Human rights are indivisible and interdependent. Because each human right depends on other human rights, violating one such right affects the exercise of other human rights. The idea of indivisibility and interdependence is simply to indicate that all human rights are very important for every person. If one right is violated other rights would also be affected.

This means that one set of rights cannot be enjoyed fully without the other. For example, the right to life presupposes respect for the right to food and to an adequate standard of living. Denial of the right to basic education may affect a person's access to justice and participation in public life.

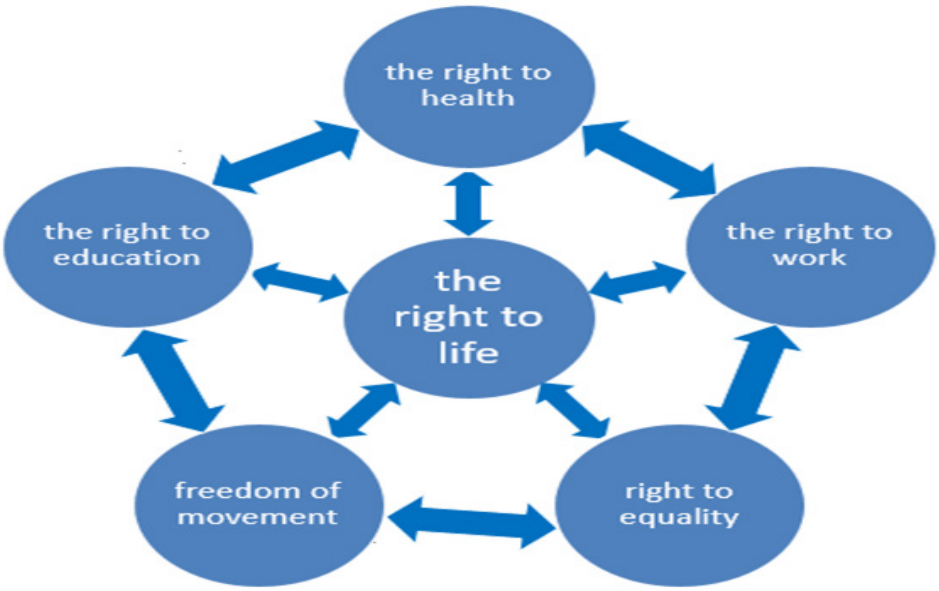


Figure 5.3:- The indivisible and interdependent nature of human rights

REMEMBER

Human rights are characterized by universality, inalienability inherency and interdependence.

5.3 The Importance of Respecting Human Rights

At the end of this lesson, you will be able to:

- *List the importance of respecting human rights;*
- *Explain the importance of respecting human rights in Ethiopia.*



Why respecting human rights in Ethiopia is so vital and important?

It is very fundamental for every nation including Ethiopia to put human rights ideas into practice as this can helps us to create the kind of society we want to live in. Human rights are an important part of how people interact with others at all levels in society; in the family, the community, schools, workplace, in politics and in international relations. Therefore, respecting human rights is very important in Ethiopia in order to:

- Helpful to ensure democracy, justice and growth
- It is a prerequisite to sustainable peace and development
- Ensure people have basic needs

- Protect groups from abuse like women and children
- Give people the freedom to protect and practice their religion
- Encourage equal work opportunities
- Give people access to education
- Provide a universal standards that holds governments accountable

Therefore, as mentioned earlier, right to equality and non-discrimination are some examples of human rights.

? ***If citizens in Ethiopia are not treated equally, and discriminated on the basis of ethnicity, do you think sustainable peace is achieved?***

The answer for the above question (activity) is no because if citizens are not treated equally and discriminatory practices are there, realizing sustainable peace and development would be unthinkable.

REMEMBER

Respecting human rights is very important to ensure democracy, justice and growth.

5.4 Moral Responsibilities in Protecting Human Rights

At the end of this lesson, you will be able to:

- ***Identify who has the responsibility to protect human rights;***
- ***Explain the meaning of responsibility to protect doctrine .***



Who has a responsibility to protect human rights?

For a long period, human rights were regarded as a country's internal affair, which means other States and the international community were prevented from interfering, even in the most serious cases of human rights violations, such as genocide. By "international community" it refers to nations of the world that act through international organizations such as United Nations (UN) about common issues like human rights, peace and security. Overtime, such approach was replaced by a responsibility to protect principle. On 16 September 2005, members of the UN (heads of States and government) unanimously approved the principles forming the Responsibility to Protect (R2P).

This principle emphasizes that each individual State has the responsibility to protect its population from genocide, war crimes, ethnic cleansing and crimes against humanity.

Based on this principle Ethiopia, for example, as a member of UN has the responsibility to protect its people from grave circumstances such as (genocide, war crimes, ethnic cleansing and crimes against humanity). It is important to keep in mind that every state in the world has such responsibility when it comes to human rights protection. However, if a state fails to protect its population from grave circumstances, the international community has the moral responsibility to protect. The international community is responsible to taking "collective action" through the Security Council, "in a timely and decisive manner".

REMEMBER

- **The international community has the moral responsibility to protect the community from grave circumstances such as genocide, war crimes and crime against humanity.**

5.5 Instruments and Institutions of Human rights

At the end of this lesson, you will be able to:

- *Explain instruments of human rights;*
- *Identify international human rights instruments;*
- *List regional human rights instrument;*
- *Mention national human rights instruments and institutions in Ethiopia.*

5.5.1 Instruments of Human Right

Instruments of human rights are simply those treaties, declarations, conventions, protocols and other texts that serve as legal sources for human rights law and the protection of human rights in general. Human rights instruments can be adopted by various bodies from global to national level. This means there are global (international) human rights instruments, regional (continental) human rights instruments and national (state) human rights instruments



- Can you tell one international human rights instrument?
- Can you mention one continental human rights instrument in Africa?
- Do you know any national human rights instrument in Ethiopia?

International human rights instruments are usually adopted by several states. In other words, many states participate and agree when such instrument is declared. For example, The 1948 Universal Declaration of Human Rights (UDHR) is one of a milestone international human rights instruments in the history of human rights. It serves as a common standard of achievements for all peoples and all nations. The UDHR as an international human rights instrument has 30 articles.



Figure 5.4:- The UN General Assembly gathered at the UN Headquarter

REMEMBER

- **The Universal Declaration of Human Rights (UDHR) is one example of international human right instrument.**

At regional level, regional human rights instruments play an increasingly important role in the promotion and protection of human rights. Regional human rights instruments (e.g. treaties, conventions, declarations) help to localize international human rights norms and standards, reflecting the particular human rights concerns of the region. The main regional human rights instrument in Africa is the 1981 African Charter on Human and Peoples' Rights. The African Charter incorporates universal human rights standards and principles, and reflects the virtues and values of African traditions. This African Charter on Human and Peoples' Rights as a regional human rights instrument has close to 68 articles.



Figure 5.5:- African Heads of State and Government gathered at the Organization of African Unity Headquarter

REMEMBER

- The African Charter on Human and Peoples' Rights is one example of regional human rights instrument.

5.5.2 Institutions of Human Rights in Ethiopia

One-thirds of the 1995 Ethiopian Constitution is devoted to human rights and freedoms. The fundamental rights and freedoms articulated in the Ethiopian Constitution are to be interpreted in a manner consistent with the principles of all international human rights laws, instruments, and agreements adopted by Ethiopia. In Ethiopia, various national human rights institutions play role in implementing national human rights instruments. National human rights institutions are State bodies with a constitutional and/or legislative mandate to protect and promote human rights. They are part of the state apparatus and are funded by the State. National human rights institutions are not only central elements of a strong national rights system; they also "bridge" civil society and governments; they link the responsibilities of the State to the rights of citizens and they connect national laws to regional and international human rights systems. National human rights institutions enable States to meet their international responsibility "to take all appropriate action" to ensure that international obligations are implemented at the national level.



Figure 5.6:- The Ethiopian Human Rights Commission and Ethiopian Institution of the Ombudsman

REMEMBER

- **The Ethiopian Human Rights Commission and the Ethiopian Institution of the Ombudsman are some examples of national human rights institution that have their own role in implementing human rights norms.**

5.6 The Roles of the Government in Realizing Human Rights

At the end of this lesson, you will be able to:

- *Mention the roles of the government in realizing human rights;*
- *Explain to respect human rights means;*
- *Describe to protect human rights means;*
- *Explain to fulfill human rights means.*



- Please form groups (not more than 5 for each group), and write on paper/blackboard/whiteboard a list of government roles and services related to daily life

The central responsibility for respecting, protecting and fulfilling human rights rests with governments of respective states. In recent decades, most countries have become parties to the major human rights treaties. In ratifying international human rights treaty, a State assumes the responsibility to respect, protect and fulfill the rights it contains.

To respect means that the State cannot take any action or impose any measure that is contrary to the rights guaranteed by the treaty. For example

- Freedom of speech is one example of human rights. This implies that every person has this right i.e. freedom of speech. The right to free speech means that the government cannot stop a person from speaking or punish him/her for speaking.

ⓘ Every person has a right called freedom of religion. Our country Ethiopia is a home of diverse religions; such as Christianity, Islam, Judaism and many more. The right to freedom of religion means that the government must leave individuals alone to believe and practice their religion as their consciences dictate.

To protect means that the State must take positive action to ensure that an indi¬vidual is not denied his or her human rights. For example, someone may be imprisoned for committing a crime; however, this prisoner should not be physically beaten or abused by any person. The government must also protect the security of its citizens from any kind of attack like terrorist groups such as al-Qa'ida in Iraq, al-Shabaab in Somalia, Boko Haram in Nigeria and ISIS in many countries are attacking innocent persons at different times.
The responsibility to fulfill requires a State to take positive steps beyond mere prevention. This might, for example, go beyond the enactment of laws to promoting human rights through national education and information campaigns. Access to education is one example of human rights. If citizens are unable to achieve this basic right by themselves, it is the responsibility of the government to provide a free or affordable education. It is important to note that the governance of human rights is complex. As indicated above, human rights institutions in each State are expected to be the key elements of a strong and effective national human rights protections system.

REMEMBER

- **The government has the following roles and services when it comes human rights: public school (right to education), public hospital (right to health) and issuance of license for business activities (right to livelihood), and protection of rights such as (right to life, liberty and personal security). Overall, the government has the duty to protect, promote and realize human rights,**

Summary

Human rights are those rights that are entitled to everyone regardless of religion, language, sex, race, ethnicity and other lines. The only criterion to claim human rights is being human. It is very critical that every nation including Ethiopia must put human rights ideas into practice as this can helps us to create the kind of society we want to live in. Implementing and respecting human rights empowers citizens of our country Ethiopia and offer solutions for the problems that our country is facing at different times because of the violation of human rights. It is also important to keep in mind that respect for human rights is a prerequisite to sustainable peace and development. The fact that the international community has the moral responsibility to protect human rights, states are the primary actors that are responsible to respect, protect and fulfill human rights.

Glossary

African charter on human and people's rights: also known as the Banjul Charter is an international human rights instrument that is intended to promote and protect human rights and basic freedoms in the African continent.

Ethiopian Human Rights Commission: is a national human rights institution established by the Ethiopian government. The EHRC is charged with promoting human rights and investigating human rights abuses in Ethiopia.

Human rights: are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life.

Ombudsman: is one example of national human rights institutions in Ethiopia that aims to ensure the realization of an effective system of public administration rooted in the principles of rule of law and respect for the right of individuals in the administrative process.

Responsibility to protect: known as R2P is an international norm that seeks to ensure that the international community never again fails to halt the mass atrocity crimes of genocide, war crimes, ethnic cleansing and crimes against humanity.

Universal declaration of human rights: is an international document adopted by the United Nations General Assembly that enshrines the rights and freedoms of all human beings.

Review Questions

Part I: True/False Items

Direction: Write TRUE if the statement is correct and FALSE if it is wrong

1. Human rights are those rights that are natural to everyone.

2. It is the government that grants human rights to its citizens.

3. The Universal Declaration of Human Rights (UDHR) was declared in 1948.

4. One thirds of the 1995 FDRE constitution is devoted to human rights.

5. The 1948 Universal Declaration of Human Rights (UDHR) contains 30 articles.

Part II: Multiple Choice Items

Direction: Choose the correct answer from the given alternatives